PIVOT CHARTER SCHOOL

SARASOTA COUNTY APPLICATION

Pivot Education, Inc.
Application to open a school in August, 2014
Submitted to Sarasota County School District
August 1, 2013

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pivot Charter School
NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY
Pivot Charter School, Inc.
UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
Pivot Charter School

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Gary Iker
TITLE/RELATIONSHIP TO NONPROFIT: Executive Director
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NAME OF EDUCATION SERVICE PROVIDER (if any): None
NAME OF PARTNER/PARENT ORGANIZATION (if any): Advanced Academics, Inc.
Projected School Opening: 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6th – 8th	241 Students	432 Students
Second Year	Kind – 6th	291 Students	432 Students
Third Year	Kind – 7th	338 Students	432 Students
Fourth Year	Kind – 8th	385 Students	432 Students
Fifth Year	Kind – 8th	432 Students	432 Students

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Board Member
Title

Dr. Chris Card
Printed Name

July 26, 2013
Date

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Educational Plan

Section 1:
Mission, Guiding Principles and Purpose

A. Mission Statement

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

The Mission Statement:

The mission of Pivot Charter Schools is to graduate middle and high school students through a unique, technology rich learning environment. Through our blended learning educational model, Pivot students will evolve into autonomous learners and excel in their goals to achieve post-secondary options.

Vision: Creating lifelong learners in a digital world.

The Pivot Promise:

At Pivot we promise to:

1. Respect you as a student and individual.
2. Provide you with support on various levels provided by passionate educators.
3. Provide you with a personalized experience where you will have a one-on-one relationship with your teachers.
4. Help you grow into an autonomous learner where you will gain personal responsibility and self-guided study.
5. Maintain a safe, positive and accepting school culture and environment.
6. Help you achieve your graduation goals as long as you put in the necessary effort.
7. Guide you towards thinking and planning for your future after Pivot and beyond graduation.

As a Pivot student you promise to:

1. Show respect for yourself and all others.
2. Think positive, be positive and contribute positively to our Pivot community!
3. Work SMART!–which means keeping your attendance, academics and behavior in line with Pivot expectations.
4. Be open to evolve as a student and make a change for the better. Be open to interventions to help you excel in your goals.
5. Complete 30 hours of work online each week.

The Pivot mission statement and promises were formed from the belief that a quality blended educational program would allow students to succeed academically and socially while attending Pivot and these positive attributes would allow them to focus on future aspirations.

B. Guiding Principles

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

At Pivot Charter School, we are committed to providing the highest quality education to our students, through a unique learning environment that is customized for individual needs. Our mission is to help our students evolve into autonomous learners who will excel in their goals to achieve success after they leave our school. As such, our program is designed to be a technology rich blended learning environment that allows us to provide a best-in-class educational option to our students.

The Blended Learning Environment

The most unique aspect of our educational approach is the blended learning environment. Students who attend Pivot Charter Schools are provided an onsite classroom experience with teachers and tutors available to provide individual support and guidance, but also with a virtual learning environment to deliver the individualized curriculum with online teachers who are able to provide additional assistance and instruction beyond session hours. The Pivot model is a comprehensive package of support and instruction that ensures student success by allowing them to move at their own pace, and take ownership in their academic program. Each student has a calendar that they see each time they log on to their account. This calendar helps them stay on task by going from green to red if the student begins to fall behind, The student is also assigned to an onsite Educational Coordinator (EC) who acts as a mentor and monitors student progress. The student will meet with the Educational Coordinator each week to create goals for the new week and make sure all goals were met for the previous week. Together they will create a goal sheet and educational plan for the student. This information is relayed to the Principal and other staff on the student's team.

Traditional schools are limited in the number of courses they are able to offer students by the number of students enrolled at the school, and the number of students who are interested in individual topics or sections. The blended learning model overcomes this barrier by providing the curriculum and content electronically with Florida certified teachers online. This allows students to choose from a wide array of accelerated or specialized classes based on their individual learning plan. Students have multiple options for electives and extracurricular activities that address the whole child.

The blended learning environment also breaks down the barriers of the school wall by making the curriculum and online teachers available to the students after school hours. Online teachers who hold current Florida teacher certificates are available 24-hours a day from 8pm on Sunday Evening through 8pm on Friday evening. Students can access their course materials, work, or teachers through any internet enabled device anywhere they can get online, whether it be in the classroom, from home, or from the coffee shop.

Pivot uses multiple testing measures including the Scantron Performance Series to test students throughout the year and is diligent in using these test results to place students in appropriate reading, math and other course tutoring groups . Educational Coordinators work with students in these tutoring groups but also address difficulties or needs as they arise. For example, the ECs may notice several students struggling with a particular concept and are able to pull these students together for a targeted small group instruction, providing just-in-time instruction to the students based on their individual needs. The ECs also work with the students, families, and online teachers to develop the student's individualized learning plan, and to hold students accountable for their learning goals and progress. Each EC advises a group of approximately 20-25 studentsper session, depending on the level of instruction (i.e. middle or high school). Their role is to oversee the students' progress, communicate with families, and help to develop social experiences and provide feedback to hold students accountable for their academic success. They work with the online teachers and the students to ensure student success.

The Individual Learning Plan

We realize that not all students learn in the same way or at the same pace, and believe that is the principle behind the success of Pivot Charter Schools. Through our innovative online blended learning environment we are able to provide individualized, tailored instruction based on the students' needs and interests. The key to making this successful is the Individualized Learning Plan in place for each student.

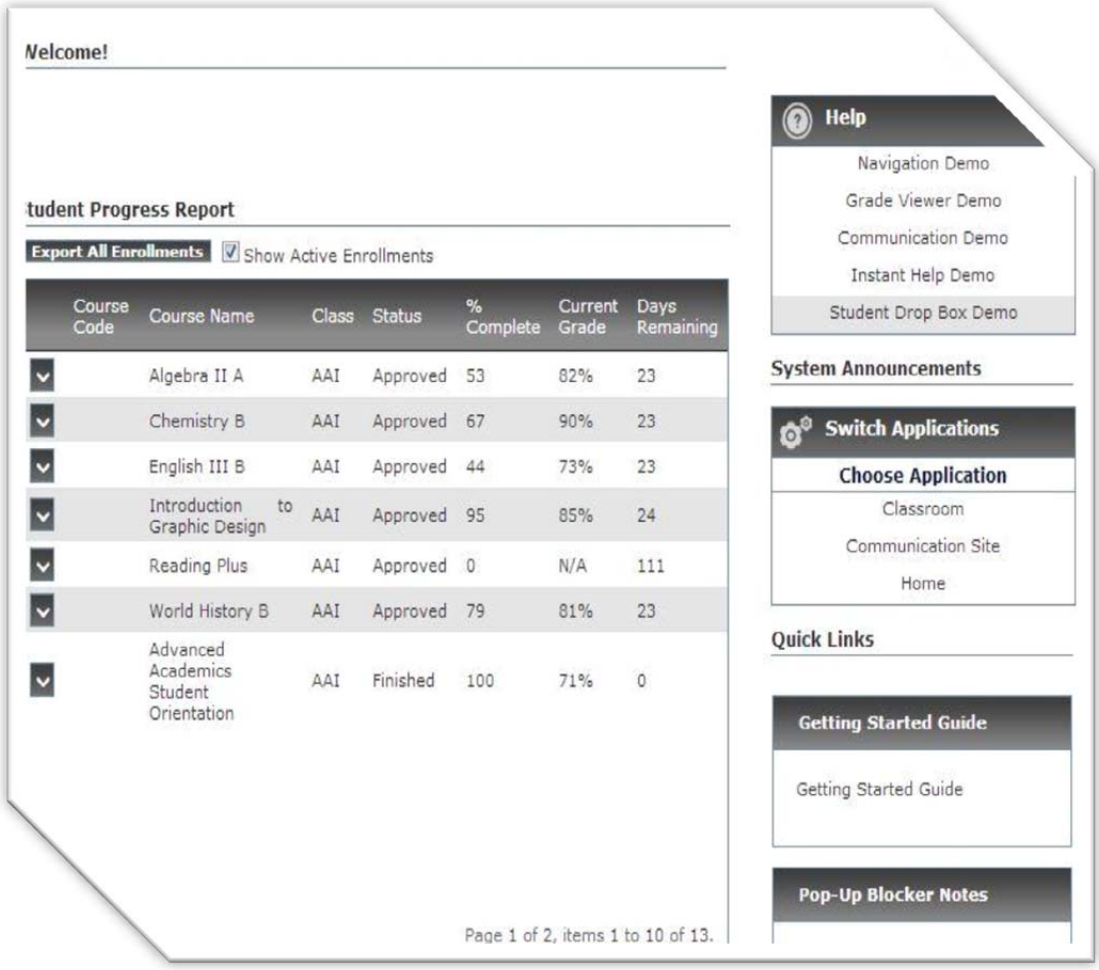
Each student will have an Individual Learning Plan (see appendix _). These plans are developed collaboratively between the Pivot staff, students, and parents. Students are expected to consider their future goals, academic needs and with guidance from the educational professionals, come up with a plan which will include specific progress goals for what the student hopes to accomplish. We believe that this collaborative approach also helps to allocate the responsibility for the student success equally among the various stakeholders. In traditional settings, often it is the responsibility of the teacher to make sure the students are gaining the educational content required by standards. By collaboratively developing individual plans, students and parents are taught to realize that they must also be accountable for their learning and progress towards achieving both their goals, and the required standards.

Reporting Student Progress

An important component of dividing the responsibility for student success among multiple stakeholders (EC, online teachers, students, and parents), is the ability to have up-to-date and accurate assessment information on the progress the student is making. This is another key benefit to the blended learning model. Because the content is provided online, the tracking and progress of each course can be

meticulously calculated and reported, and is available at any time by any of the stakeholders. The online assessment system provides daily feedback on a student's performance. Current grades, rates of completion, pacing charts, complete and incomplete assignments, and communication from both onsite and online teachers can be viewed through the parent portal. The online system also provides longitudinal measurements of growth in each course, showing where the student began in their understanding of a course and where they are in current time. At any time a parent can log on to their students account and see how many minutes they spend on a subject, their progress, and grades.

The screenshot below provides an example of a student's progress at any given time.



Utilizing Efficiencies from Partnerships

Through the use of the innovative learning environment, and the multiple partnerships Pivot Charter Schools have formed, we are able to capitalize on efficiencies not available to other schools, allowing our schools to ensure stability. For example, by using a curriculum provider, in alignment with our blended model, the curriculum and online teachers are provided through the virtual curriculum online

system. This allows us to forgo the costly expense of textbooks, as the curricular material is all available online through the virtual provider's online system. The use of the online Florida certified teachers through the virtual provider also allows us to be more flexible with our onsite EC's. All of our EC's are certified in the state of Florida, but due to the innovative blended model, our onsite teachers do not necessarily need to hold all of the certifications required for all of the courses the students are taking, providing flexibility to the school while still providing top-notch certified teachers to the students. Please see sections 3 and 4 for more information on the use of the curriculum provider.

Another example of efficiencies created through partnerships is the use of a back office service provider. While the financial health and accountability rests with our highly qualified Board of Directors, we are able to create efficiencies and ensure strong fiscal procedures by utilizing a back office provider to handle all of our accounting and financial needs. This allows our onsite staff to stay focused on the core purpose of educating students. Please see chapter 18 for more detailed on this partnership and our fiscal policies.

C. Prescribed Purpose

Improve student learning and academic achievement.

Our mission is to graduate middle and high school students through a unique, technology rich learning environment. As described above the unique blended learning model we employ offers numerous benefits, but the most significant is that our students will evolve into autonomous learners and excel in their goals to achieve post-secondary options. Central to our mission is ensuring student success and academic achievement.

Students with a broad array of abilities and strengths will be able to experience success with the educational model used at Pivot Charter Schools. This is possible thanks to the individual focus of the learning plans which are customized for each individual student. We are able to provide a custom educational plan designed for each student that will be individually challenging and engaging.

In a traditional school setting, the teachers need to teach to the group. While much effort is put into differentiation and all teachers do their best to challenge all students, realistically there will be students for whom the instruction is either below or above their level. In addition, the regimented bell structure and switching classes is a necessary evil in traditional schools. Some students are simply unable to succeed given these realities. Often the students who attend Pivot are the students who are finding it difficult to succeed in traditional setting. This may be because they are bored with the traditional curriculum and need additional challenges, or because they are distracted or disengaged in the traditional setting. Either way, the individualized instruction support offered at Pivot Charter Schools can improve student learning and academic achievement outcomes.

Within the traditional classroom, teachers are often pressured to ensure "no child is left behind", meaning that a percentage of students will feel as though they are being held back, needing to wait for the rest of the class to understand a concept. At Pivot Charter School, this student can not only access numerous AP and college classes, but can also work at his or her own pace and complete courses at a rate commensurate with his or her abilities. This student can complete their credits faster than s/he normally would be able to in a traditional educational environment because the student can move at his or her own pace. He or she can take extra AP or honors classes or begin his or her life in college or the

work force. In addition, this flexible schedule that allows students to work onsite with staff support and then complete work from any internet equipped setting, gives families and students an opportunity to pursue hobbies, career, or academic interests outside of school.

At the opposite end of the spectrum you may have students who are struggling to keep up in the traditional setting, or may just need more time to devote to an individual topic than a regimented bell schedule may allow. These students may have negative feelings toward learning and consider dropping out, not because they are unable to grasp the materials, but because the traditional structure of school does not meet their needs. The online curriculum and considerable amount of individualized support that Pivot Charter School students receive promotes achievement and improves students' motivation in an academic setting. The instructional component that differentiates Pivot from similar models is the use of two cohorts of teachers (onsite and online). The onsite ECs work to develop individual connections with the student and to tailor their educational program to their needs and abilities.

As a result of our innovative model, we are able to accommodate a wide variety of students, from those seeking to graduate early by accelerating their coursework, to the student seeking to get back on track via credit recovery, or desire to attend the abbreviated school to participate in outside obligations (work, sports, and family responsibilities).

The ability to tailor the instruction and combine the online learning components with the individual support and targeted instruction on site means that we can work with high achieving students, students who are not performing at grade level, students who are non-native English speakers and need additional site-based tutoring and small group instruction as well as those students needing specialized interventions to remediate deficiencies.

The Pivot model also takes into account the varied backgrounds and life experiences our students and families may be experiencing outside of school. The flexible schedule and ability to access teachers twenty four hours a day five days a week means that the program is well suited to working families, or high school students who must work, raise their own families or those who are just seeking a smaller, more individualized, self-paced school setting to prepare them for high school, post-secondary education, and career opportunities.

It is also important to note that the ongoing assessment and continuous online monitoring of students allow us to have a well-informed perspective of each student's progress and abilities. This allows us to ensure that no student is "slipping through the cracks", but allowing us to intervene before an issue becomes overwhelming for students.

Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

As mentioned above, Pivot Charter School students who are low-performing have numerous support mechanisms that are individualized to meet the needs of each student. All instructional assistance is one-on-one and includes the oversight of site-based caring, supportive educational coordinator assigned specifically to help students succeed. The school is providing an alternative academic setting and "a second chance" to succeed for those students who are behind in credits and are low performing. Struggling middle school students who want to catch up before entering high school or those who are "bored" with a traditional classroom will choose Pivot Charter School. The online curriculum allows

students to master concepts that may have been too difficult for them previously, either academically or socially.

Literacy is embedded throughout the curriculum with an emphasis on comprehension. Since a significant amount of computer-based work is done through reading (although the curriculum can also be accessed verbally with the use of assistive technology), all courses are specifically written with grade-level reading skills in mind. Reading enrichment is provided through differentiated online reading programs and site-based teacher support. At Pivot Charter School we use the term enrichment to apply to the differentiated approach we provide for both our highest and our lowest achieving student, or what some schools might refer to as remediation. Our view is that these same instructional approaches are of benefit to students at both ends of the spectrum. Ongoing reading assessments are implemented throughout the year to monitor a student's reading progress and to inform the ECs and parents on a regular basis. All students who are scoring at the 1 or 2 on the FCAT (or the equivalent on the PARCC assessment once implemented) in reading are supported through remedial reading courses, Reading Plus, tutoring, and onsite reading instruction. In addition to the Reading Plus program students can utilize online readers, who read text aloud, to help them "hear" the content they are reading, thus improving reading comprehension. To learn more about our reading program and supports, please see section four of this application.

Encourage the use of innovative learning methods.

In a May 2009, study prepared by The Center for American Progress and the Broad Foundation entitled Getting Students More Learning Time Online, it is stated, "Distance education can offer an approach to expanding school learning time that allows for more flexible and individualized learning through the application of new technologies" (Cavanaugh, 2009). Traditional instruction is not always effective for all students. Online curriculum with interactive video and frequent communication from credentialed teachers motivate students, hold their attention and make them accountable. In an era of constant stimulus and a focus on recognizing and adapting to different learning styles, traditional classroom instruction can make learning more of a challenge for students who are tactile (need to touch things) and kinesthetic (need to be moving; e.g. the student who is always tapping his pencil or shaking her leg in class). The online courses meet the needs of not only the students who need to move and touch, but also those who need visual stimulation and many individualized auditory cues, which are provided by the animation and videos of the online courses provided by the online curriculum provider at Pivot Charter School. The onsite Educational Coordinators use modern technologies and differential instruction to work in small group and one-on-one sessions to reach all students learning styles.

Require the measurement of learning outcomes.

Pivot Charter School has developed very clear, measurable, and specific goals for school wide student learning, as well as operational goals, which promote increased learning at the school. The school has developed action steps to meet these goals and a system of monitoring the reasonableness and progress for attaining each goal. Pivot uses the Scantron Performance Series to test students throughout the year and compile ongoing data to meet the student's needs. Each individual Pivot Charter School student also develops, with his or her Educational Coordinator educational, career and life long goals cited in their Individual Education Plan, which is updated at least annually. The assigned Educational Coordinator works with the students and families to ensure that the student meets their individual learning outcomes and ensures that the students have access to, and avail themselves of the significant

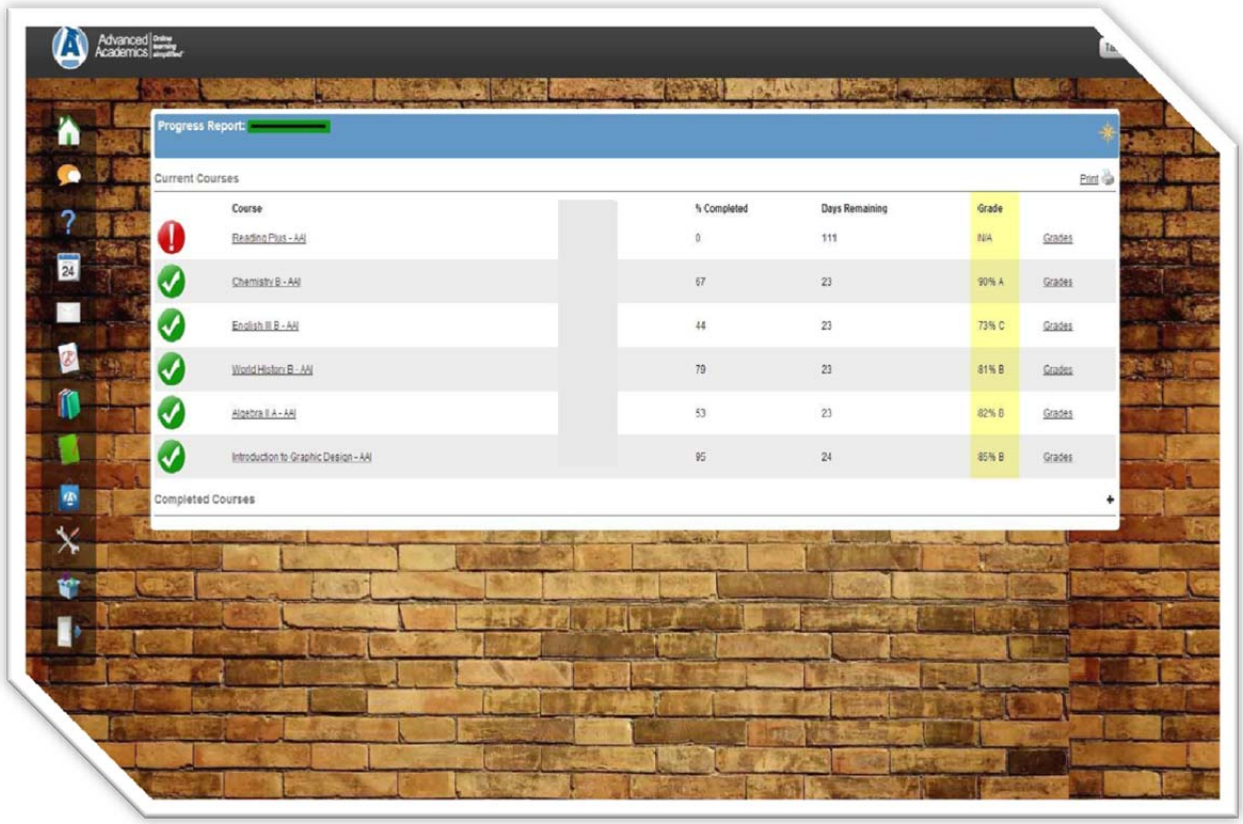
amount of support Pivot Charter School offers to help them meet their goals. The online component has multiple built in tools to assess and monitor student progress.

D. Additional Purpose

In accordance with the law, Pivot Charter School shall fulfill the following optional purposes:

Create innovative measurement tools.

Ongoing assessment occurs in each course daily or weekly, demonstrating acquisition of the Common Core State Standards (CCSS) and the Next Generation Sunshine State Standards (NGSSS). The courses provide instant feedback to every student on his or her individual progress. The screenshot below shows an example of a student's progress.



The student can have a teacher reset assessments when he/she are not successful and cannot demonstrate adequate understanding of the CCSS/NGSSS, but prior to doing so, they are given remediation instruction and are required to complete more assignments before they are allowed to retake an assessment. The students will stay in a class until he or she has met required proficiency levels in a course. Thus, unless a student elects to drop a class, the student should not fail any course. Performance and completion data are displayed on the student dashboard, which populates each time

the student turns on the workstation. The ongoing assessment holds the student accountable daily and supports his or her continual progress toward acquiring the objectives of CCSS/NGSSS.

Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

The educational program at Pivot Charter School is designed to meet the individual needs of students, allowing us to continually improve students, and to provide a model that could be implemented at other schools. Through the individual learning plan for each student, we are able to focus in on key goals for each student such as providing early college (dual enrollment) courses, strong career guidance and/or a service learning approach applicable to the student's long-term goals. While all of these services may be offered at other schools, we do not know of any school in the county that is able to blend the model together in the way that Pivot Charter Schools does, allowing us to meet our mission of helping students evolve into autonomous learners ready to excel in whatever post-secondary options they partake.

Expand the capacity of the public school system.

Online learning allows students to take courses they would not normally have access to given the constraints of having to hire site-based classroom teachers for every course provided in a traditional setting such as Art History, Anthropology, Psychology, Graphic Arts, AP Physics and AP Environmental Science (see course descriptions in section four). Most importantly, Pivot Charter School expands the public school system's ability to serve students who need more one-on-one instruction and a very specific individualized academic program while providing unique scheduling opportunities for students in need of alternative time in the classroom.

Pivot Charter School in Sarasota County

Sarasota has a strong history of providing exceptional educational options to the students residing within the county. This is further evidenced by the number of high quality charter schools that Sarasota has authorized and works with. We are excited to partner with Sarasota County to provide a unique, high quality program to the students of Sarasota County. Pivot Charter School provides a unique and viable alternative through its blended learning program. Pivot Charter School will help to continue to provide a high quality program to the students and to raise the County graduation rate by offering a program that can be individualized to every student, where students can get significant levels of one-on-one support in an environment that many students will find engaging and more stimulating than most traditional classrooms. The unique and customizable program can appeal to the high achieving students who may not be accelerated to their full potential, as well as those students who feel they can never get caught up and graduate and would normally drop out. All students have a second chance at meeting their educational goals at Pivot Charter School.

Pivot will be an asset to the Sarasota community. Pivot Charter School is a site-based school using a unique curriculum that allows students to have an individualized program but also receive onsite support such as tutoring, direct instruction, preparation for state assessments, and numerous social activities. Students can attain a diploma and are even encouraged to earn college credits while in high school.

Create new professional opportunities for teachers, including ownership of the learning program at the school site.

The ability to work with students one-on-one in a dynamic environment is a tremendous opportunity for teachers who are seeking something beyond the traditional classroom. The onsite teachers use their educational knowledge to determine what individual students need to succeed and differentiating instruction on a one-on-one level. The onsite teachers work with the Principal to individualize the student by watching them work while online and during the tutoring sessions to determine what each individual student needs to be successful.

Section 2:
Target Population and Student Body

A. Serving Target Population

Pursuant to s.1002.33 (10), (a) and (b), F.S., Pivot Charter School will be open to all students in grades 6-12 (approximately 11 through 18 years of age) residing in the Sarasota County School District, who submits a timely application. If the number exceeds the capacity of the program, class, grade level or building, applicants shall have an equal chance of being admitted through a random selection process.

We seek to serve students and their families who are interested in the blended education model. Our model is best suited for students who:

1. Seek to participate in course offerings not available at their zoned school.
2. Need to recover or complete missing credits required for graduation.
3. Experience scheduling conflicts as a result of non-school related obligations.
4. Require a special instructional setting or an abbreviated school day.

Pivot Charter School will provide a blended learning environment for students who possess academic potential but may not demonstrate it within the traditional enrollment school setting. Potential students will recognize the Pivot performance standard, understand its curricula goals, and voluntarily elect to participate in the program. While the school provides a rigorous academic curriculum, it also recognizes that students with special learning needs in one area may also possess talent and ability in other areas and will enroll such students. Pivot does not intend to target a certain population of students but rather seeks to maintain a diverse student body that is reflective of the community it serves. Therefore, race/ethnicity, gender or other identifying attributes will not be factored in to the application process. Pivot will seek areas where schools are overcrowded and/or scoring lower on state report cards.

As indicated in s.1002.33 (10) (e), admission will not be denied to any eligible applicant based upon sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This includes those students with special needs or disabilities, and ELL students. The school will also not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be discriminatory if used by any public school.

In accordance with section 1002.33 (10) (d), F.S., Pivot Charter School will give admission preference to students who are the children of a member of the governing board of the charter school or who are the children of an employee of the charter school. Further preference may be given to siblings of a student enrolled in the school.

B. Enrollment Projections

Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

The following table illustrates Pivot Charter School enrollment projections for the academic years of 2014-2015 through 2018-2019.

Anticipated Enrollment

	Year One 2014-15	Year Two 2015-16	Year Three 2016-17	Year Four 2017-18	Year Five 2018-19
Sixth Grade	22	22	44	44	44
Seventh Grade	22	22	22	44	44
Eighth Grade	22	22	22	22	44
Ninth Grade	50	75	75	75	75
Tenth Grade	50	50	75	75	75
Eleventh Grade	50	50	50	75	75
Twelfth Grade	25	50	50	50	75
Total Students	241	291	338	385	432

Pivot Charter School will comply with Florida Class Size Reduction requirements and therefore ensures its class size enrollments will not exceed the 25:1 ratio for high school and 22:1 ratio for middle school students. The numbers indicated above are the anticipated enrollment numbers based on the staffing plan described in section 10 of this charter application. However, in order to budget conservatively, we are assuming that only about 94% of our seats will be full. As such, while we are anticipating 241 students during the first year, our budget is based on only 224 students.

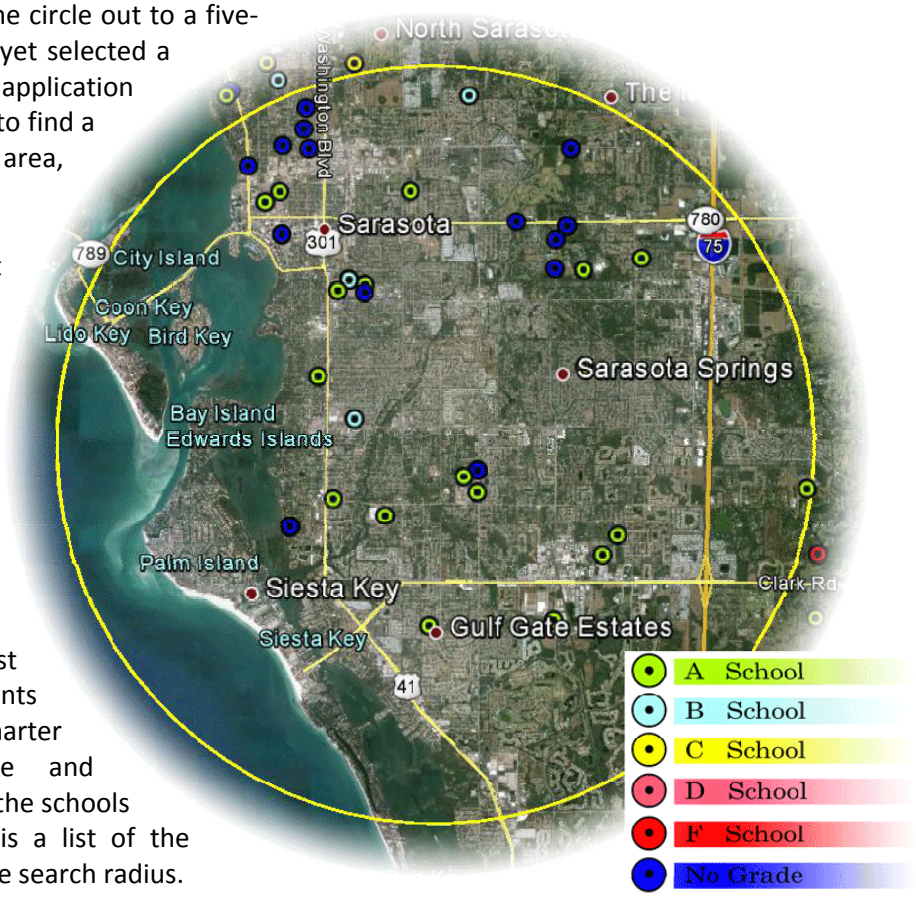
We would like to state, however, that given the flexibility afforded by the blended model, the specific numbers in a particular grade level are less important. Our onsite EC's will be staffed at a ratio of at least 1:22 middle school students per session, and 1:25 high school students per session. For example, if we had 32 sixth graders and 12 seventh graders, this would still meet the 1:22 ratio for middle school students. Given that the teachers of record are the Florida certified and credentialed online teachers, the class size calculations would still be met, and the on-site supervision would still meet the ratio as well.

We have carefully considered our growth model to ensure that the school is starting with realistic enrollment numbers and growing at a safe rate to ensure a successful program. Eventually our goal is that students would start in either 6th or 9th grades and then move through the program to graduation. However, during the first few years we have tried to limit the number of classes at each section and then gradually increase the numbers each year, where possible growing our students from our younger grades to the older. Our ideal maximum capacity will be about 432 students as listed in year 5 of the chart above.

C. How Projections Were Developed

In addition to the growth model explained above, several factors were considered in the development of the student population projections. However, the greatest consideration was given to the district's demographics, school data and census information. We believe that partnering with Sarasota County to open a Pivot Charter School in the county would be an excellent match for both our school and the Sarasota community. We believe there is an enormous benefit to the students thanks to the unique educational program we have to offer the county. Our blended education model is innovation and will help to develop students into global learners. A key feature of the program is that the total curriculum is delivered via the computer and provides both on site and distant learning teacher.

In order to ensure we have a solid understanding of the students who are likely to apply for Pivot Charter School in Sarasota County we spent time examining extensive state data about the schools in Sarasota county as well as the US Census data to find a potential location that would be beneficial to the community as well as support the growth model we hope to incorporate. In order to analyze this data, we narrowed down our search to a general area, and then chose a specific point at which to center our data search. We believe that the most advantageous area of Sarasota County would be somewhere in the vicinity of Southgate. In order to study the demographics we chose to center our search at 3170 Bee Ridge Rd, Sarasota, and extend the circle out to a five-mile radius. While we have not yet selected a facility, we hope that should this application be approved that we will be able to find a location within this search area, illustrated by the included map.



We examined the schools that are within this radius, and deliberately dropped out any school with less than 100 students. Of the schools remaining, there are 14 elementary schools that we could work with to provide options for fifth graders going into sixth graders in addition to five middle schools and seven high schools. In order to best understand the potential students who may enroll at Pivot Charter School, we try to examine and understand the demographics of the schools in the area. The chart below is a list of the middle and high schools within the search radius.

1School	FRL Rate	Minor. Rate	Title 1	Enroll.	2012 Grade	2011 Grade	2010 Grade
Sarasota School Of Arts/sciences	38.7%	34.8%	No	748	A	A	A
Booker Middle School	80.7%	74.8%	Yes	810	C	B	C
Brookside Middle School	63.3%	45.0%	No	844	B	A	A
Mcintosh Middle School	53.7%	38.8%	No	853	A	A	A
Sarasota Middle School	32.7%	21.8%	No	1,210	A	A	A
Triad	79.3%	47.3%	No	112			
Cyesis	0.0%	0.0%	No	143			
Phoenix Academy	79.0%	60.3%	Yes	194			D
Suncoast Polytechnical High School	39.5%	28.4%	No	524	A	A	B
Sarasota Military Academy	31.9%	23.5%	No	967	A	B	A
Sarasota High School	43.8%	37.3%	No	1,965	A	B	B
Riverview High School	36.2%	29.8%	No	2,606	A	B	B

Our initial projection is for 241 students at Pivot Charter School, and this only represents only about 2.19% of the total middle and high school student population within the five mile search area. We also find it helpful to learn as much about the demographic of the students in areas we are considering opening a school as well. The following data is representative of the state data of all schools within the five mile search radius

Demographics of All Public Schools within 5 Miles

Demographic	# Population	Percentage
White	11,956	59.74%
African American	1,873	9.36%
Hispanic/Latino	4,543	22.70%
Asian	401	2.00%
Native Hawaiian/Pacific Islander	9	0.04%
American Indian / Alaska Native	88	0.44%
Multiracial	798	3.99%
Male	10,157	50.75%
Female	9,511	47.52%
Free/Reduced Lunch	9,932	49.62%
ESOL Students	1,644	8.21%

In order to verify the data in comparison to non-public school data, we also analyzed the 2010 US Census data within the same search area. The following tables represent some of the statistics we looked at.

US 2010 Census Data

Demographic	# Students	Percentage
Population Ages 10-14	8,358	5%
Population Ages 15-19	8,548	5%
White	149,328	88%
African American	9,138	5%
Asian	2,539	1%
Native Hawaiian/Pacific Islander	64	0%
American Indian / Alaska Native	510	0%
Other	5,166	3%
Multiracial	3,044	2%
Hispanic or Latino	18,943	11%
Not Hispanic or Latino	150,847	89%

Demographic	With Children	Without Children	Total
2-Parent Families	8,978 (20%)	24,439 (55%)	33,417 (75%)
Male Householder Families	1,495 (3%)	1,589 (4%)	3,084 (7%)
Female Householder Families	4,070 (9%)	3,806 (9%)	7,876 (18%)

The Census data matches relatively closely the demographic makeup of the school district. One piece that we thought was interesting about this data set, however, was that there are currently about 16,906 people between the ages of 10-19 living within the search radius, but only 10,976 students were attending the middle and high schools within the search area. This indicates that there may be many potential Pivot Charter School students who are either attending school at a distance from their home, or that there may be a high percentage of students of students attending private school. We believe that the unique educational program offered by Pivot Charter School would provide an ideal opportunity to bring additional students back into the public school arena or at least provide them with a school that is closer to their home. If the census data is correct, our initial year target enrollment is only 1.43% of the 10 – 19 year olds represented in the census data.

Based on the data review, we believe we have a relatively prediction of the type of students who will be enrolling at Pivot Charter School in Sarasota county. Based on the school grades we expect that many of the students who will be enrolling will be performing at or above grade level (as evidenced by the grades issued to the schools in the area), that we may need to do additional recruiting to bring in additional minority students and that about half of our students may qualify for free or reduced lunch.

Section 3:
Educational Program Design

A. School Schedule

Pivot will format its instructional day and calendar to meet FLDOE requirements for minutes and days for instruction. The school will follow the local district calendar, which encompasses 180 instructional days. The Pivot school day offers 300 minutes daily and 1500 minutes weekly. Students may choose between two concurrent academic sessions, but are required to attend daily.

Session A runs from 8:00 AM to 1:00 PM, while Session B begins at 11:30 AM and concludes at 4:30 PM. Students have the option of morning or afternoon unless the session is already full. Each session offers structured times broken into 45 minute sessions each session. To ensure that all students progress through the curriculum, we recommend that each student complete a minimum of 2 hours outside of their school day. The learning management system tracks each student's active time in the curriculum so we are able to ensure students meet the required number of minutes as described in Florida Statute for obtaining high school credit. The students' hours are monitored by the EC and the documentation is in their online curriculum.

The school environment is nimble and offers students the opportunity to engage in different instructional modalities throughout the day: self-directed online curriculum with teacher support, one on one teacher interaction via the online system or with the onsite teacher, small group direct instruction, or collaborative student learning spaces. Each Pivot student is assessed at the beginning of the year using the Scantron Performance Series Assessment and those test results are used by the Principal and Educational Coordinator to create tutoring groups. Educational Coordinators are the name we give our onsite teachers who work with students, and we will use this term or the acronym EC throughout this document. These tutoring groups will be continuously assessed a minimum of three times a year by retesting the students for comprehension. If a student is performing lower than expected he/she may be in additional tutoring and require more work from home or longer school hours. The school does have laptops that allow the students to work in small groups and if needed they can sign them out for the evening. A student may begin their day working individually from their personal space for the first forty five minutes, take their break and move to an assigned tutoring group or work with a group of peers on a research project. Pivot has both large and small tutoring rooms that allow students the flexibility to collaborate without disturbing other students. Below is a picture of one of our small tutoring rooms in our Fort Lauderdale, Tamarac campus.

This small group learning environment allows our students to help each other, get assistance from a teacher or an onsite math or reading tutor. These tutoring rooms are also used by our tutors who we call Educational Assistants (EA) to tutor our students one on one. The EA's are hired to only tutor in a subject in which they are highly qualified. The students sign up on a board and as the EA reaches the student's name the student gets the one-on-one attention that tends to make all the difference in a student's education. There are no limitations to amount of one-on -one tutoring the student is allowed.

B. Educational Program

The most unique aspect of our educational approach is the blended learning environment. Students who attend Pivot Charter Schools are provided an onsite classroom experience based on an AVID (Advancement via Individual Determination) methodologies model with teachers and tutors available to provide individual support and guidance, but also with a virtual learning environment to deliver the individualized curriculum with online teachers who are able to provide additional assistance. In this way, students are provided the best of both worlds between traditional classroom instruction and online virtual instruction.

Educational Coordinators are highly qualified instructional staff members who work on an individual and small group basis with Pivot Students. The ECs serve an instructional, mentoring and case-management role for the students at the school. Each EC advises a group of approximately 22-25 students per session (depending upon the age level, in alignment with Florida class size requirements). ECs receive extensive training each year on their role, support methods, and how to effectively teach individual and small group sessions to maximize the student benefit. The ECs are supported through a statewide curriculum coordinator.

One of the primary roles of the ECs is to hold students accountable for their academic success. They will monitor student progress using the online instructional interface and regularly meet with students to discuss their progress, communicate with families, and develop social experiences for students. Each student has an Individual Learning Plan which provides direction for the student's educational path. The learning plan identifies the student's goals and interests, and then lists specific outcomes that students are anticipating completing. The student works with their EC to develop their plans at the start of the year, and periodically review their check to make sure the students are on track to meet their goals. A copy of the Individual Learning Plan form is included as Appendix _ this this application.

In addition to the Individualized Learning Plans, and to support the plan itself, each week every student will meet with their EC to develop a set of weekly goals about what they plan to accomplish that week, review the goals from the previous meeting, and monitor the progress toward meeting their comprehensive Individualized Learning Plan. During these weekly meetings the student and EC will work together to develop a calendar for the week outlining the objectives and assignments to be completed.

ECs will use a variety of data points to guide the development of each student's individualized learning plan as well as their weekly goal sessions. The online curriculum provides a vast array of data regarding the student's progress and assessment on specific skills. The ECs will be able to monitor all communication students are having with online instructors as well as their general progression through the curriculum. In addition the school uses periodic progress measuring using the Scantron's Performance Series Web-Based Assessment. This CCSS aligned assessment tool can be given every few

weeks to monitor the progress of students and identify needs each student may have so that they can be addressed in the weekly goal setting with each student.

In addition to this advising role, ECs also play an important instructional role. ECs coordinate with the online teachers and regularly monitor student progress to identify needs students may have, and can then provide just-in-time targeted instruction to individuals or small groups of students to address those specific areas. Through the use of the flexible scheduling model employed at the school, we are able to provide as little or as much individual support and instruction that may be required for each student. Students can stay for extended time beyond their typical academic session for additional tutoring or simply additional time on task. In addition, through the use of the online curriculum, each minute that students spend in the course is tracked and we are able to ensure that required class minutes are obtained in addition to the support provided through individual and small group instruction.

In addition to the official courses, the ECs also provide other services and instruction. For example, the ECs provide specific instruction and preparation to help students prepare for the EOCs and other standardized assessments such as PARCC.

At Pivot we believe that involving and keeping parents informed on their student progress is essential to a well-developed educational program, and this is another key aspect of the ECs responsibilities. The EC will regularly be in touch with parents to let them know how their students are progressing and to discuss issues that may need to be addressed. In addition, the school's Principal also maintains strong communication links with families as well, with newsletters and reports prepared daily, weekly, and monthly.

The progress that students and ECs are making is also regularly provided to the Principal of the school who will receive weekly reports on each student's progress through the online data systems.

What makes Pivot truly unique is the application of the blended model of education. The use of the onsite ECs as described above is integral to the overall implementation of the online curriculum. Through our online provider, Advanced Academics, Inc. (AAI) and our onsite staff, we are able to offer a comprehensive student centered educational program that addresses the needs of all students.

AAI was established in 2000 as a subsidiary of DeVry, Inc. to develop online learning solutions to service schools and districts throughout the nation. Their strategy is not to replace or compete with schools, but to enable them to serve more students using their innovative learning platforms. AAI has partnered with Pivot to create a unique learning environment which is able to support students from every angle.

The AAI pedagogy guides all aspects of the instructional system they have developed. Technology, curriculum design, and a strong support network are the three main elements that make up their intuitive, engaging, and supportive learning environment. Revolutionary technology solutions provide the framework in which students interact and connect with content, teachers, their support network, and each other to accomplish their learning goals. Their dynamic learning platform and curriculum are designed in conjunction with each other to ensure a fluid, successful experience for students.

The learning management system or LMS offers students self-directed and self-paced options that can be adapted to guide them along an individualized instructional path toward mastery of course objectives. All AAI courses are aligned to the Common Core State Standards as well as other appropriate national, state, and iNACOL standards. A variety of learning styles and multiple intelligences are accommodated throughout course lessons in order to reach all students. Real-world application of course content is also heavily emphasized. Finally, consistency in course design and the ability to control interactive elements enhance accessibility for all students, including those with special needs. The design of the courses rely heavily on the research bases of: understanding by design, differentiated instruction, Gagné's Nine Events of Instruction and Bloom's taxonomy:

Understanding by Design: Understanding by Design is a framework for designing standards-based curriculum that ensures student lessons, activities, and assessments are directed toward learning goals. Instructional designers use this "inverted pyramid" design process to translate standards into learning goals, formulate instructional objectives, and develop learning plans to reach those goals.

Differentiated Instruction: Given that students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation, AAI's online curriculum allows teachers to differentiate instruction, using best practices and strategies. Teachers maximize learning for all students regardless of skill level or background by ensuring that concepts are explained in many different ways and modalities.

In her book, *The Differentiated Classroom: Responding to the Needs of all Learners (1999)*, Dr. Carolyn Ann Tomilson, explains that differentiation is achieved through any one of four ways: 1) through content, 2) process, 3) product, and 4) learning environment based on the individual learner. Pivot responds to each of the modalities. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background.

Differentiated learning is built on the understanding that students vary in their academic abilities, learning styles, personalities, interests, background knowledge,experiences, and levels of motivation for learning. When the online teachers differentiate instruction, they use the best teaching practices and strategies to create different pathways that respond to the needs of the diverse learners served. They work with students online to ensure that concepts are explained in many different ways and modalities.

Gagné's Nine Events of Instruction: The nine conditions of learning identified by Gagné's Nine Events of Instruction are all required to ensure successful learning. Each lesson in AAI's online curriculum is designed to meet all of Gagné's Nine Events of Instruction:

1. **Gain attention:** Opening activities engage students and stimulate prior knowledge and link it to new concepts to be covered in the lesson.
2. **Inform learners of objectives:** Each AAI course, unit, and lesson begins with a list of learning objectives.
3. **Stimulate prior learning:** Pre-requisite skills are reviewed as necessary and new content is linked to previous knowledge where appropriate.
4. **Present learning content:** Lesson content is appropriately chunked and presented using multiple methods, including text, video, animation, interactive multimedia, and audio. Graphic organizers are also incorporated into the content in order to accommodate visual learners.

5. **Provide guidance for learning:** Scaffolding is built into all AAI courses through the use of examples and non-examples, case studies, and analogies. In addition, learning and reading strategies, such as mnemonics, are taught. “Think and Click” activities are also incorporated throughout AAI courses to encourage metacognition and synthesis.
6. **Elicit performance:** AAI courses include a variety of ungraded practice opportunities as well as graded assessments such as homework assignments, discussion threads, oral assignments, papers, and projects. Students are also encouraged to engage in chat and phone conversations with AAI teachers and participate in discussions on class blogs.
7. **Provide constructive feedback:** AAI courses include assessments that provide immediate feedback to students, as well as manually-graded assessments that AAI teachers grade by hand. For these manually graded assessments, AAI teachers provide specific, constructive feedback for students at both the assessment level and the individual question level. Teachers also provide feedback to students through our one-on-one internal chat system and interactive whiteboard.
8. **Assess performance:** Regular assessment throughout each course is offered in the form of homework assignments, vocabulary tests, discussion threads, papers, and projects.
9. **Enhance retention and transfer:** Real-world examples and application of course content to generalized situations are provided throughout AAI courses in order to encourage retention and transfer.

Bloom’s Taxonomy - Bloom’s Taxonomy stems from the early research findings of Dr. Benjamin Bloom’s writings Taxonomy of Educational Objectives (1956). It is arguably the most widely used framework of instructional design. The hierarchal system of classifying learning objectives and tasks from the basic knowledge level to the highest level, encourages students to become independent thinkers who take an active role in learning. This taxonomy provides teachers with a structured method for planning and implementing classroom instruction that develops “higher order thinkers” instead of rote learners who memorize and cannot transfer knowledge. This taxonomy provides curriculum developers with a structured method for ensuring that students develop higher-order thinking skills. Students are assessed at every level of Bloom's, but the focus is on higher levels to ensure complete comprehension.

One additional significant key to student success is AAI’s strong support network. Students are not confined to the timeframe and structures of a traditional classroom. Certified teachers and teaching assistants are available to help students 24/5, and technical support is available 24/7. Students can “raise their hands” and ask questions through live chat with online teachers, or call in and receive help over the phone. In this expanded learning community, a network of teachers, technical support staff, counselors, and student coaches tracks student progress and works with parents and school districts to implement strategies for student success. Every element of the AAI instructional system is carefully designed and structured to lead students to the successful achievement of their learning goals.

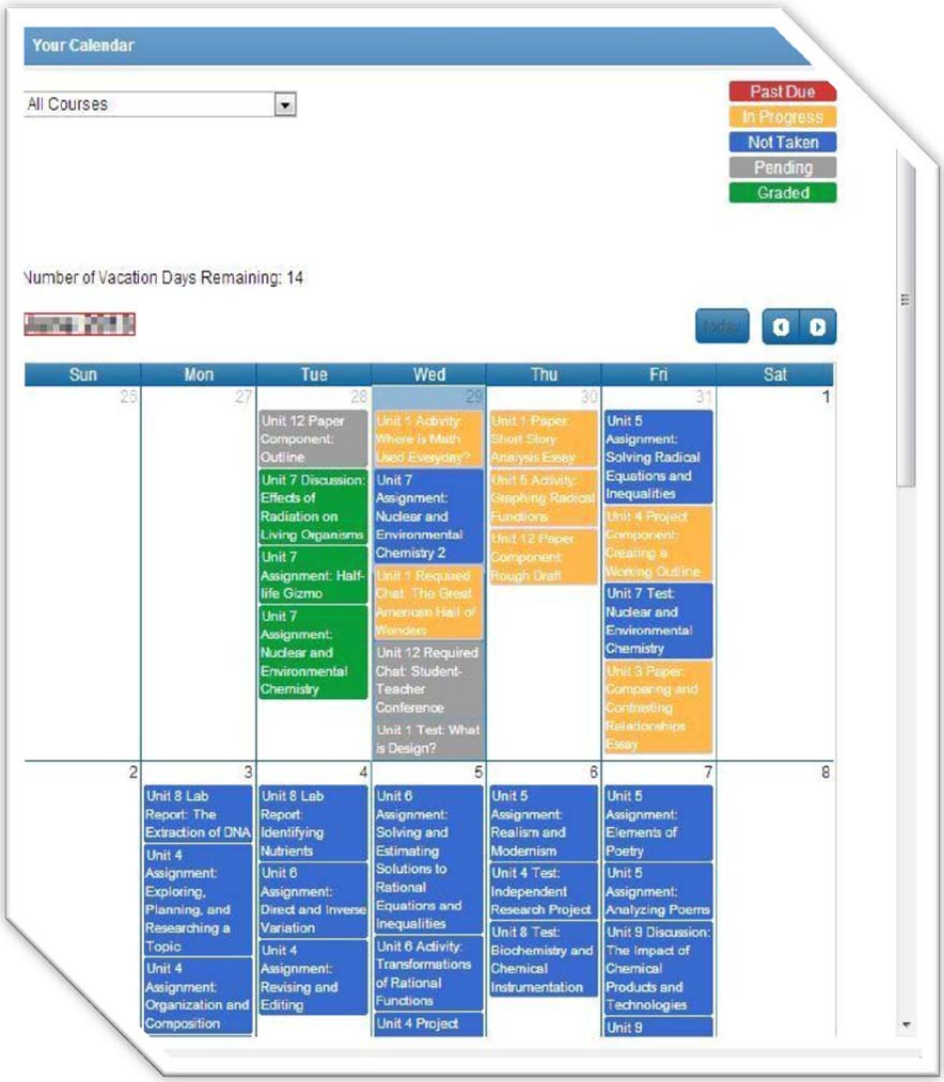
AAI is able to provide Pivot with a best-in-class online learning program which incorporates live, Florida Certified Teachers for each course the students are taking, in addition to their comprehensive online platform. This means that each student is supported by numerous online teachers as well as the onsite ECs. In fact, students have access to Florida Certified teachers around the clock, from 8:00 pm on Sunday through 8:00 pm Friday night. Any time the students need assistance beyond what is offered through the online platform, they can simply click a button to have chat/whiteboard type support from a certified teacher. The wrap around system of supports supported by in class staff, and around the clock online teachers makes us a one-of-a-kind educational opportunity!

The platform that Pivot uses from AAI is referred to as ROADS, which stands for “Robust Online Academic Delivery System.”

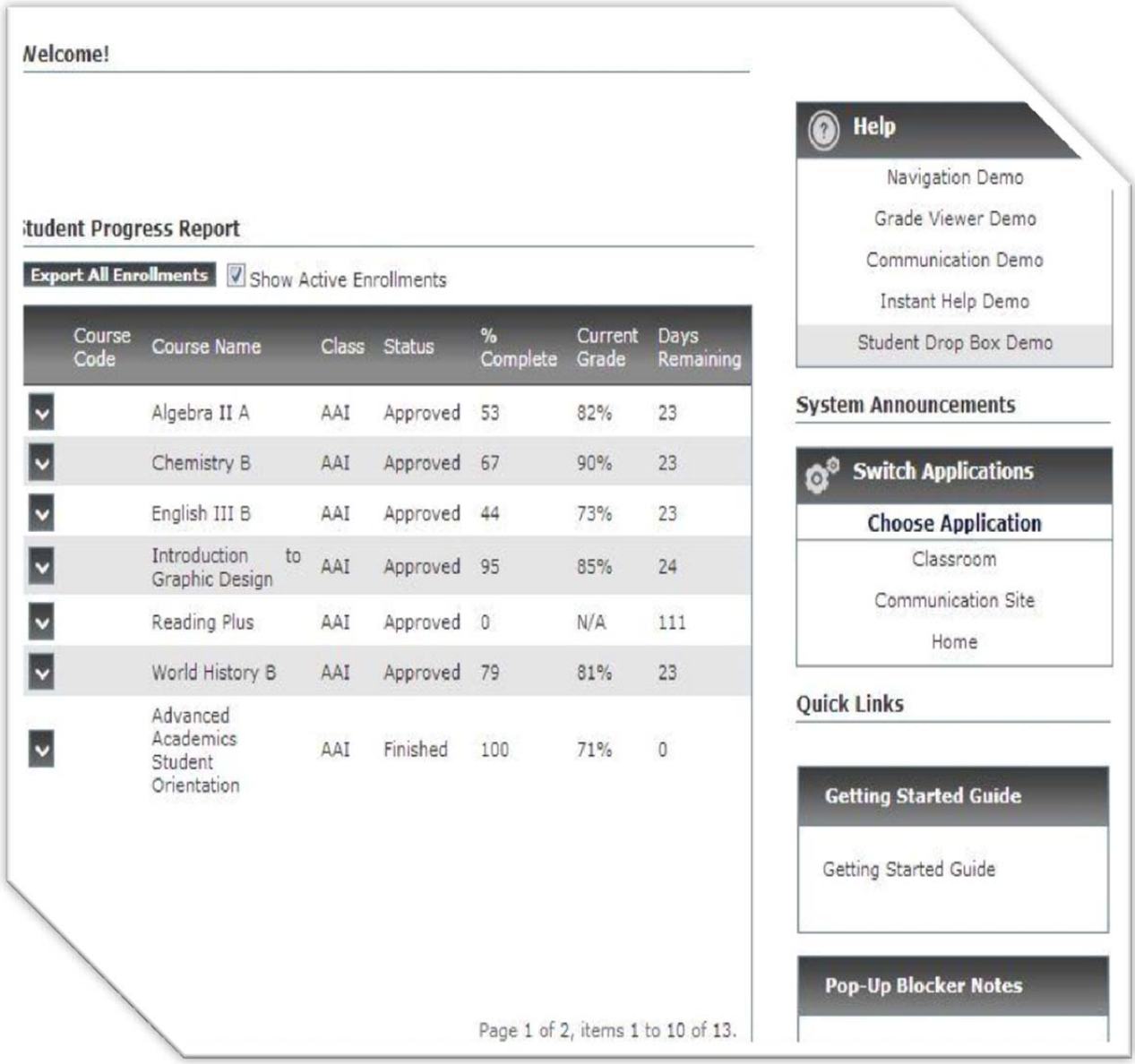
AAI Platform and Content

ROADS is an online learning management system that facilitates student participation and also presents the fully CCSS aligned curriculum. In addition the system also is able to conduct diagnostic testing for most courses. Implementation support and continual training for administrative and education personnel is also included in the program used by Pivot. Joint program planning allows data-sharing between the online teachers and the Pivot onsite ECs helping to ensure student success. All of this is provided to our students in addition to the 24/7 technical support available and 24/5 teachers who are available to assist and support the students.

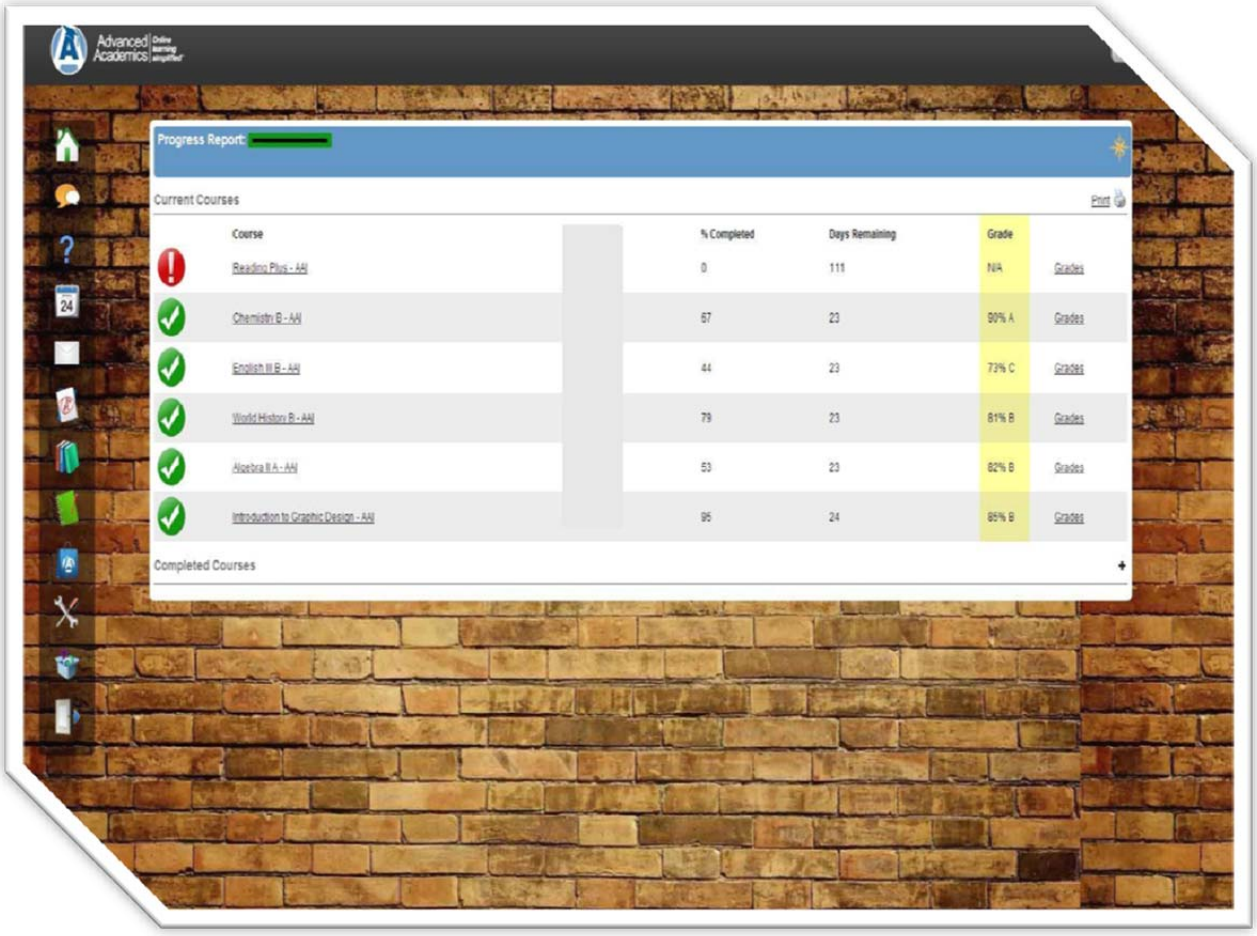
The following screen shots help to illustrate the power available in the ROADS platform. Initially, when a student logs into the system, they are presented with a program calendar which helps to keep them informed on progress, assignments to complete, assignments that are being graded and if they are behind in their academics.



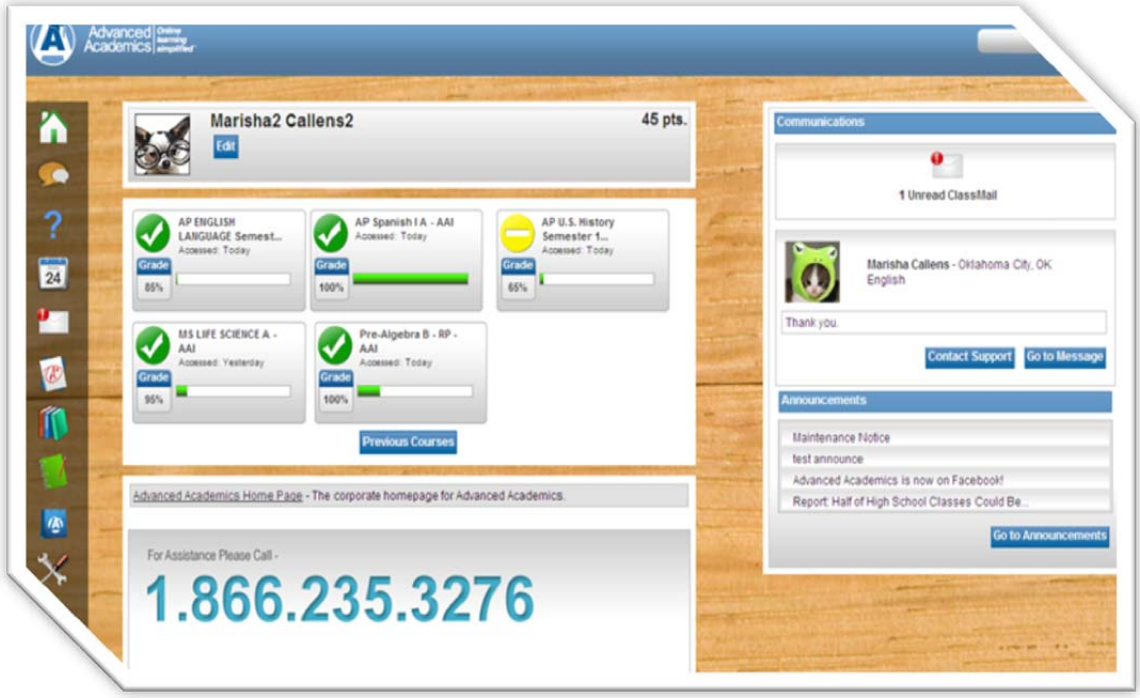
In addition, the students have a customized homepage which provides them with a brief summary of where they stand in their progress in each class as is demonstrated in the next image.



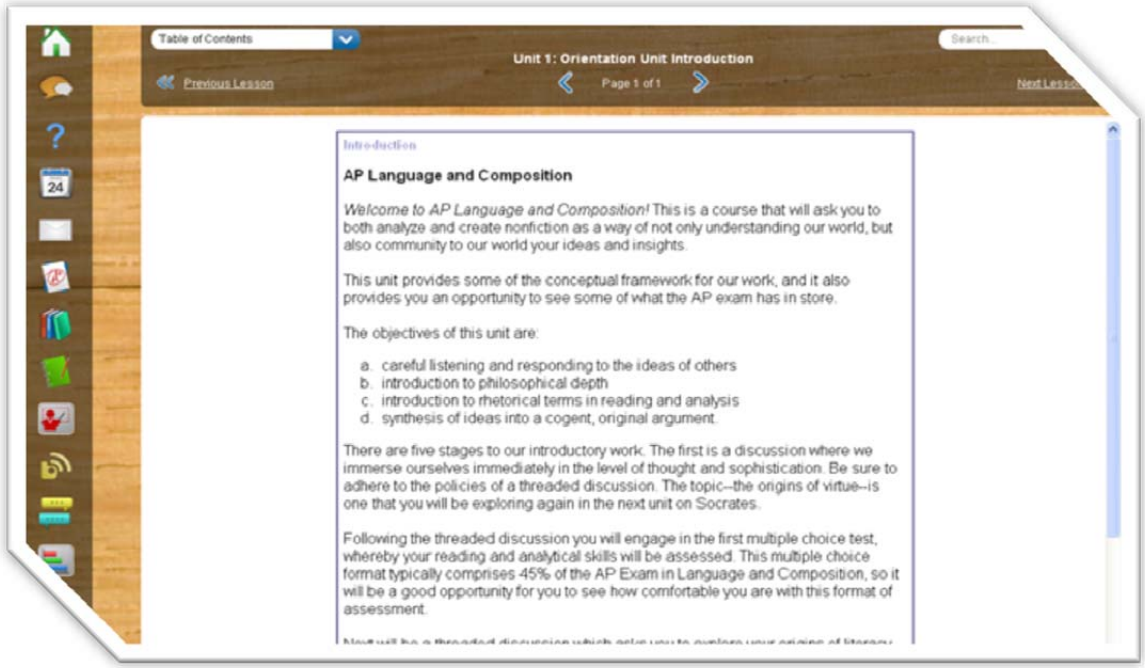
The system also provides a wealth of information to school staff, parents in addition to the students. The following screen is an example of the progress report portal that parents can log into to check on their students' progress:



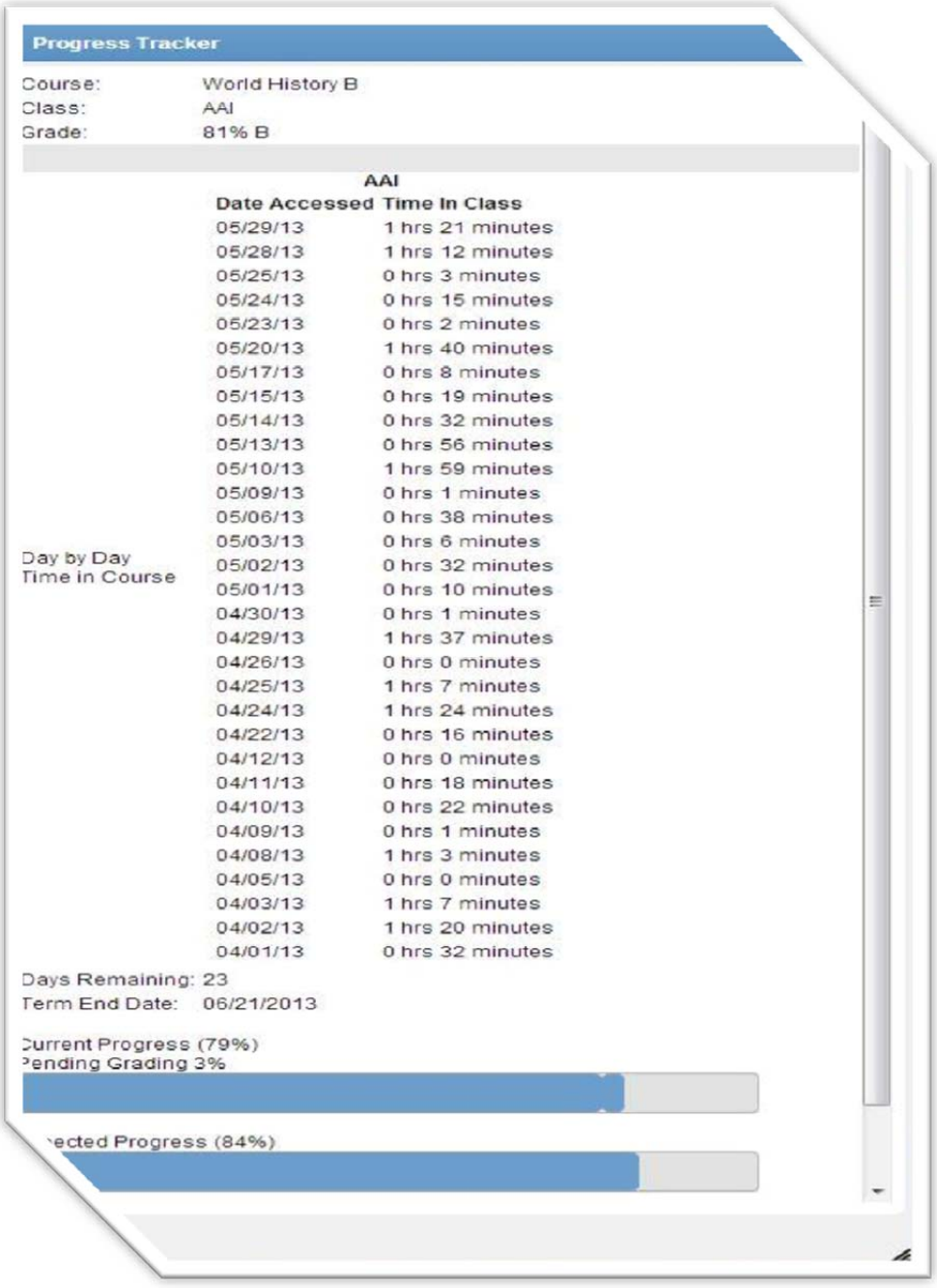
The follow screen shot is a sample of the student's workspace where they can get information about their classes or get additional help from their online teacher.



The next screenshot demonstrates how a course syllabus is laid out for students to review. This particular example is the unit introduction to the AP Language and Composition course.



Another strength of the system is that given much of what students will do will be online, the system is able to closely track the amount of time the student puts into the coursework. Below is an example of the progress tracker that can be accessed to see how much time students have been putting into their studies:



Progress Tracker

Course: World History B
Class: AAI
Grade: 81% B

Day by Day Time in Course

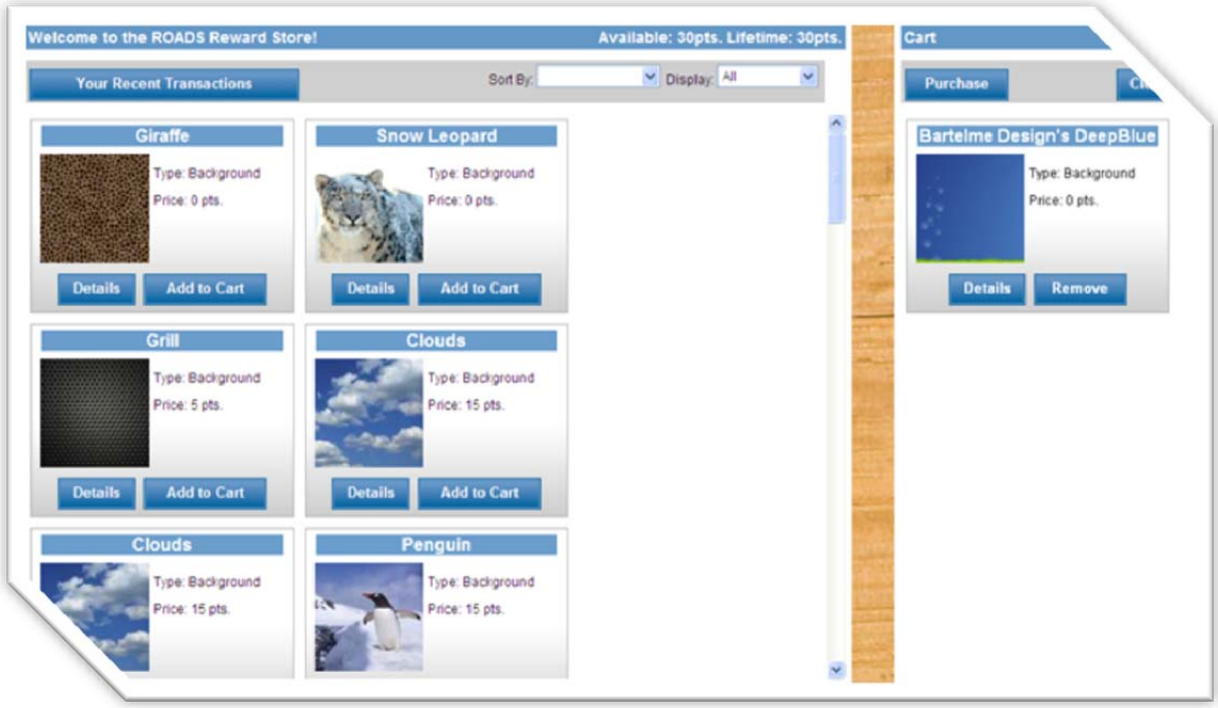
AAI	
Date Accessed	**Time In Class**
05/29/13	1 hrs 21 minutes
05/28/13	1 hrs 12 minutes
05/25/13	0 hrs 3 minutes
05/24/13	0 hrs 15 minutes
05/23/13	0 hrs 2 minutes
05/20/13	1 hrs 40 minutes
05/17/13	0 hrs 8 minutes
05/15/13	0 hrs 19 minutes
05/14/13	0 hrs 32 minutes
05/13/13	0 hrs 56 minutes
05/10/13	1 hrs 59 minutes
05/09/13	0 hrs 1 minutes
05/06/13	0 hrs 38 minutes
05/03/13	0 hrs 6 minutes
05/02/13	0 hrs 32 minutes
05/01/13	0 hrs 10 minutes
04/30/13	0 hrs 1 minutes
04/29/13	1 hrs 37 minutes
04/26/13	0 hrs 0 minutes
04/25/13	1 hrs 7 minutes
04/24/13	1 hrs 24 minutes
04/22/13	0 hrs 16 minutes
04/12/13	0 hrs 0 minutes
04/11/13	0 hrs 18 minutes
04/10/13	0 hrs 22 minutes
04/09/13	0 hrs 1 minutes
04/08/13	1 hrs 3 minutes
04/05/13	0 hrs 0 minutes
04/03/13	1 hrs 7 minutes
04/02/13	1 hrs 20 minutes
04/01/13	0 hrs 32 minutes

Days Remaining: 23
Term End Date: 06/21/2013

Current Progress (79%)
Pending Grading 3%

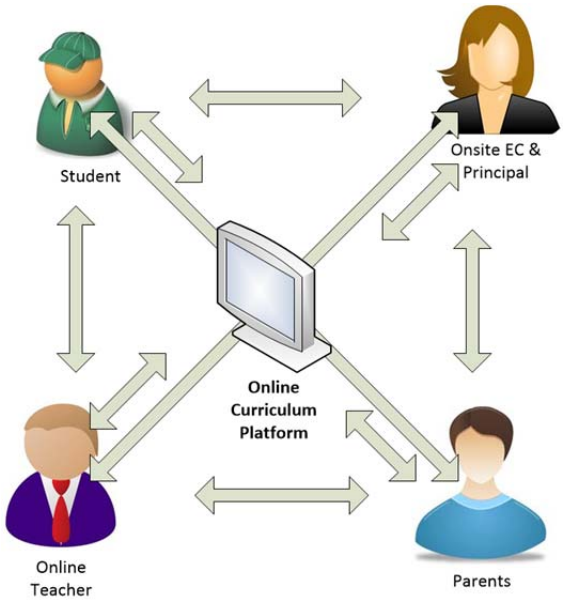
ected Progress (84%)

In addition to the academic benefits, ROADS also offers students incentives for their work to make the system more enjoyable to use. Students are able to earn points through their work and purchase items within the ROADS system, such as background images.



The online curriculum is aligned to the CCSS/NGSSS as will be described within the curriculum section of this application. All materials are presented through text and multimedia over the internet eliminating the need for traditional textbooks. Students can access their course materials anywhere they have access to the internet, be it on a computer, smartphone or tablet device, from their classroom, their home or the coffee shop. While the majority of the curriculum is provided through the online platform high school students who are enrolled in AP courses do receive supplemental textbooks to use for their course.

The close integration between the onsite staff members, the online teachers and the parents is what makes the educational program offered by Pivot unique and exceptional. Parents have the ability to log on to the student's account at any time and see how many minutes they have worked, see their grades, and email teachers. This combined with the personal connections built and maintained with the EC ensures that everyone is connected within the educational model. The blended model is so effective because the onsite teachers know academically where each of their mentoring students are at any moment and the students have so much support both in and out of the building.



So what does this mean for the students who are enrolled at Pivot? It means they will have a comprehensive educational program that is supported at multiple levels. A typical day for a Pivot student would include the student coming to school and being greeted by the onsite staff members of the school to check in and build personal connections. The student would then log into their online account to check their calendar for the day and week. Their personalized online calendar will highlight the assignments and upcoming projects the student needs to be aware of. Due to the flexibility and individual nature of the blended model and online learning software, students can prioritize their assignments and tasks individually, and choose what they wish to work on during scheduled class times. This allows students freedom of choice, building the ownership the student has in her or her own learning.

Throughout the entire process, the students' progress are monitored by the EC using their own PC or tablet computer, allowing them to freely move around the educational environment and work with individual students on an as needed basis. The EC is able to easily manage all of their students, even if each student is working on a different course, and the standards alignment mean that the teachers can see which of the standards students may be struggling with in order to provide targeted support and instruction.

While the delivery model utilized at Pivot is truly innovative, the instructional methods used through the delivery model are time tested, research based and highly effective methods focused on student improvement. Through the online curriculum delivery and the small group and individualized instruction many methods are used, but the four that are most heavily relied on in the design of our program are complex questioning in alignment with Bloom's Taxonomy, Differentiated Instruction, meeting students multiple intelligences and a brain-based learning focus:

Multiple Intelligences - The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults: Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist Intelligence. The curriculum used by Pivot embraces and utilizes the theory of Multiple Intelligences by offering individualized instruction that taps into the unique learning style of each child. The "outside the box" activities students experience through the curriculum engage students in multiple areas of intelligence, paving the way for student success.

Brain-Based Learning - The online curriculum employs the theory of Brain-Based learning which is a comprehensive approach to instruction based on, and according to current research in neuroscience, how the brain learns naturally. This theory is based on what we currently know about the actual structure and function of the human brain at varying stages of development. This type of education provides a biologically driven framework for teaching and learning, and helps explain recurring learning behaviors. Instructional techniques stress allowing teachers to connect learning to students' real life experiences. This form of learning also encompasses such educational concepts as: mastery learning, learning styles, multiple intelligences, cooperative learning, practical simulations, experiential learning, problem-based learning, and movement education. In an article published in 2006, *Motivating Students Using Brain-Based Teaching Strategies* S. Heileman described "BRAIN BASED" effective learning strategies as:

> **B**rain's Time Clock--Keep rhythm by alternating spatial and verbal tasks.

Repetition--Use previewing and reviewing strategies.
Active Learning--Increase blood flow with physical movement.
Images--Enrich the visual learning environment.
Novelty--Stimulate the brain with new approaches.

Be Colorful--Facilitate retention and motivation by color-coding.
Automatic Learning--Recognize the influence of nonverbal communication.
Social Brain--Exploit opportunities for cooperative learning.
Elicit Emotions--Create opportunities for emotional engagement.
Developing Thinking Skills--Engage learners in problem-solving.

The AAI materials and the instruction techniques utilized by the ECs at Pivot Charter School use these strategies and other research regarding Brain Based Learning to best match the instructional methods to the students' learning styles.

The Pivot educational model is well developed and has shown success at the other Pivot Schools. We believe that we offer a truly unique learning environment that allows our students to evolve into autonomous learners so that they can excel in their post-secondary goals. We believe we have much to be proud for the current Pivot schools, and expect great things for this school as well. In fact, here are the points of pride that make Pivot a truly unique educational opportunity for students:

- **Personalized Support**: Students learn best when they can have one-on-one dialogue, interaction and instruction with teachers and can receive individualized support in a safe, encouraging environment.
- **Flexible Scheduling**: Historically the nation's schools are failing to meet the needs of many students who do not fit a traditional model. Students, who have to raise their own children, support their families or themselves, or who are engaged in schedule-limiting activities, want and need to receive a high school diploma, but they are constrained by conventional school schedules and opportunities. Additionally, some students cannot handle the traditional burden of six courses at one time all year long or for a semester block; their learning style requires them to focus on fewer courses intensely for a shorter amount of time in order to obtain mastery. At Pivot through the use of online tracking and personalized individual in school support, we are able to ensure students are receiving their required instructional time, while simultaneously offering flexible scheduling to meet student needs.
- **Unique Physical Learning Environment**: Elements such as lighting, use of color, flooring, and furniture matter to teachers and learners. School design should create a space that is inviting and comfortable, as well as professional, high-tech and utilitarian. Workstations should be easily-assembled and movable for individual and group project use. Students and teachers should have access to multiple learning spaces and resources including smart boards, internet, easel white boards, thin client computers and laptops. Pivot students are not contained to rows and desks.
- **Accelerated Course Options**: Raising the academic bar while providing proper guidance and assistance creates students who will exceed traditional expectations and excel in new learning environments, including online college courses and Advanced Placement classes. Pivot students will be able to work independently through an entirely differentiated curriculum. Allowing them to achieve higher academic levels than may be possible in a traditional school.

- **School-to-Career Goal Setting**: Students who focus on their career potential and receive ongoing, relevant information about careers, colleges and personal options will formulate long-term goals and follow through in order to meet those goals. The Individualized Learning Plan plans that students develop with their ECs at Pivot, students learn these essential life and career skills.
- **Service Learning**: Students grow as human beings and lifelong learners when they participate in service learning activities. It is the combination of experiential learning and the personal satisfaction students gain from helping others that makes service learning such an effective teaching and learning tool. All students at Pivot will be expected to participate in some sort of service learning project.

We believe that the personalized support that Pivot students receive as part of our educational program is unparalleled at other public schools. Through the support of the online curriculum, the online teacher, the local EC as well as other support staff who are able to provide targeted support and instruction based on students need, we provide a comprehensive educational system that supports individual students. For example, in addition to the ECs Pivot hires Educational Assistants who meet the traditional requirements of serving as a substitute teacher (having at least 60-hours of hours of college coursework), and have a subject-area expertise. These individuals are able to work 1:1 with students to provide additional support and tutoring based on the student's educational plan. When students are struggling and their EC is not able to provide immediate assistance, the students can sign up for tutoring sessions with the Educational Assistants. These sessions provide additional support for students who may be struggling in academic areas.

The educational program itself is differentiated and based on the student's individual learning abilities and credit / course requirements. Through the online curriculum system we are able to offer a unique schedule to each and every student. Traditional schools are often limited in the number of courses they offer, Pivot is able to overcome this barrier by providing the content electronically, and by using teachers of record who are employed by AAI but who still hold the necessary Florida Teacher certifications to make them highly qualified instructional personnel. This allows us to offer our students a wide array of accelerated or specialized course options based on their individual learning plans.

In addition, students who are struggling can be provided additional support and remedial classes without necessarily slowing their academic progress. Numerous systems are put into place to ensure students are not falling behind, for example, the school uses multiple data points to track and monitor student progress such as the Scantron Performance Series assessment, course diagnostic tests, and the results from state assessments. In addition, we also utilize Reading Plus as an additional assessment measure to monitor students and identify specific areas of need with regards to reading abilities. When students are identified as struggling, the school is able to provide numerous interventions to assist the student prior to the difficulty becoming an overwhelming obstacle for students. If a student scores Level 1 or 2 on the FCAT (or the equivalent on the upcoming PARCC), the student is considered for a remedial reading course. The student will either receive the remedial reading course, or the specific skills demonstrated as possible deficits will be remediated within the content course area through the EC the following year. Thanks to our flexible scheduling model, we are able offer these courses to students and ensure they receive the skills within the context of their individualized course schedule.

We also realize that often student's skills are demonstrated in a variety of ways, and that a traditional multiple choice answer tests may not be the best method of evaluating a student's abilities. Therefore, we offer project based learning for students to demonstrate their mastery of skills as part of our normal

program. However, we realize the importance of students being able to demonstrate their skills on the traditional assessments as well, and as such each student who is in a course that requires an EOC will participate in a test-prep session weekly to help students summarize what they have learned that week and to prepare for the test they will take at the end of the course.

The entire program at Pivot is centered around the student, helping them to succeed in their post-secondary goals. As such, a focus on assisting students to prepare for their post-secondary life is extremely important to us. We do this in many ways, through the career counseling, dual enrollment, and service learning options for students.

Career counseling begins in the middle school program via guidance counselor and intensifies at the high school level with college and career integration. Guest speakers provide additional real life experience to students starting in middle school. Middle school students complete the state required career course, usually in seventh grade. High school students are focused on understanding the application and admission process planning for and preparing to take college admission tests, helping students understand college financing, developing career portfolios, and in some cases students can participate in work placement/job shadowing opportunities, internships, or community-based learning programs.

Pivot also believes strongly in providing advanced courses for students to challenge themselves as well as have the opportunity to earn college credits for their work in high school. As such, our students will have the option of participating in a dual enrollment programs. The credits are awarded as general education, elective, and/or discipline credits. Dual enrollment courses receive the same weighted GPA as AP and International Baccalaureate (IB) courses, per Florida statute. All criteria required for the dual enrollment credit must be satisfied, given college credit awarded becomes part of the student's college transcript. We are currently negotiating with several universities to update our dual enrollment program in light of recent legislative changes at the state level, and are currently in talks with a univeristy who may continue to provide the dual enrollment program at no cost to the school. Previously, Pivot Charter Schools had used Valencia College's Dual Enrollment program. Dual enrollment courses, as well as many College Board AP products, align with the Florida DOE goal to reform high school by increasing rigor and relevance for the purpose of preparing a greater number of high school graduates ready to enter post-secondary educational programs.

Dual Enrollment courses are tuition-free for the students through articulated agreements with online universities and community colleges. Students in grades 11-12 who are maintaining an unweighted GPA of 3.0 and demonstrating college readiness as evidenced by PERT, SAT, and/or ACT scores.
Dual enrollment benefits families and students by allowing high school students to not only graduate with their high school diploma, but to enter college with many of their freshman year credits completed. Hence, reducing the financial burden of higher education by saving year one of tuition expenses. For the focused and committed students, the Dual Enrollment option can allow him/her to complete their Associate's Degree while still enrolled in high school.

According to the National Early College Initiative, students who earn college credit while they are enrolled in high school will be more confident in knowing what is required for going on to college. A credit-based transition program is a promising strategy to increase the number of young people getting college degrees, especially those young people at risk of struggling in today's economy. Accelerated learning approaches take seriously what many dropouts and disengaged students say: we are bored, and we will work hard if you expect a lot of us. Most accelerated learning options not only improve

academic performance, but also come at no cost to the student and families who support the proposition. An “early college” experience currently helps thousands of high school students attain college degrees before they finish high school, even if they are the first in their family to attend college and, often, among the most struggling students of their age group.

In addition to the college bound pathway some students may choose, there are other options to assist students prepare for careers after high school. For example, several of the courses we offer prepare students to obtain technical certifications which will give them an advantage in looking for work outside of school.

Another essential component to our preparing students for their post-secondary goals is our service learning program. We believe students grow as human beings and lifelong learners when they participate in service learning activities. We see service learning as a combination of experiential learning. Our students report a sense of personal satisfaction from helping others, and this is what makes our service learning program successful. With the onset of Facebook and other social media platforms has shown us that virtual communities can be built and sustained, but nothing replaces the value of “face-time” with a neighbor or friend. To strength the Pivot school community and culture, Pivot will implement a structured service learning program. Service-learning uses community service as the vehicle for the attainment of students' academic goals and objectives. Service learning provides students opportunities to use newly acquired skills and knowledge in real-life situations. It identifies in advance, and tracks, specific learning objectives and goals. Ultimately, students perform a valuable, significant, and necessary service which has real consequence to the community. Through service learning experiences, Pivot students will identify and collaboratively plan ways to address and resolve issues immediately impacting the local community. These initiatives will allow students to share ideas, problem solve as well as develop high school relationships with like-minded peers.

Community service serves as the vehicle for the achievement of specific academic goals and objectives. It provides structured time for students to reflect on their service and learning experiences through a mix of writing, reading, speaking, listening, and creating in small and large groups as well as individual work. Community service fosters the development of those intangibles including empathy, personal values, beliefs, awareness, self-esteem, self-confidence, social responsibility, and helps to foster a sense of caring for others. It is based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.

Pivot aims to create a culture of purpose so that students have multiple opportunities to discover their interests and purpose. As noted by William Damon in *Educational Leadership*, “Only when students discover personal meaning in their work do they apply their efforts with focus and imagination.” To this end, students will be presented with authentic challenges with real world applications that reinforce what they are learning in the classroom.

As described in section four the service learning program is a course students enroll in and receive school credit for. The student will work with his or her EC to brainstorm ideas on potential projects and locations to complete their service learning course. The EC helps to make the necessary arrangements and coordinates with others to ensure the student is meeting expectations. The students will be required to log their time for their service learning projects and will have benchmarks for which they are responsible for in order to earn course credit for the class. A copy of the service learning contract students must complete prior to starting a project is included as Appendix _ to this application.

Research supports our approach to service learning. *The National Clearinghouse of Service Learning* reports that students learn best by actively doing an activity that requires them to engage in their learning and by teaching others. There are many benefits to incorporating service learning into a school curriculum. Service learning engages students in problem solving so that students learn how to make changes and become part of the solution. Additionally, students learn civic responsibility, the ability to address societal problems in an informed, committed, and positive manner. According to the National Clearinghouse, service learning:

- Broadens perspectives of diversity issues and enhances critical thinking skills.
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres.
- Develops civic responsibility through active community involvement
- Enriches student learning of course material and "brings books to life and life to books."
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices.
- Increases awareness of current societal issues as they relate to academic areas of interest

The unique educational program offered at Pivot would not be possible without the support of the highly qualified staff employed by the school. In order to support our students, we believe we must also support our staff. This process begins by selecting the very best educators possible who genuinely care for students, are able to work effectively one-on-one and in small groups, and who love teaching. Pivot believes in rigor, relevance but more importantly the relationship that teachers build with the students. When possible Pivot promotes from within allowing our employees to move through a progressive set of positions toward their leadership goals. Principals meet with staff each week to address concerns, student progress, team building, and future expectations. Our staff communicates with each other through a chat feature on their personal tablet. This chat feature allows them to monitor and assist students on demand and communicate within the school and with other Pivot schools. This allows professional development and ease of communication for lesson plan sharing. Pivot has state wide support for the EC's including an Instructional Coach, Reading coordinator, Writing coordinator, and a Math coordinator. These coordinators move from school to school offering training through workshops, professional development, and give support to the EC's where it is needed.

C. Research Base

As we introduced various topics in section B, such as the educational methods that are most prevalent at our school, we also cited the research regarding the effectiveness of the methods. We will not repeat those citations here, but instead would like to focus on the research supporting the use of online education.

In 2006, Curtis Bonk and Charles Graham published The Handbook of Blended Learning, talking about the vast array of decisions that go into developing an effective blended learning model. At the time, this was mostly being applied to business training models and starting to move into the University level, but not yet thoroughly discussed as a viable option for K-12 educational programs. They indicate that to define blended learning, you cannot simply say that "80% of the education is online, and 20% is in person," no more than you can say that "20% of the education is online, and 80% is in person." The concept of blended learning is much more complex than that. They indicated a list of at least 13 different dimensions, each its own continuum that needs to be considered to determine the ingredients of a "blended learning stew". These dimensions include the importance of retaining information,

participation levels, delivery models, formalized instruction methods, experience, visual components, and more. Throughout their book they talk about the importance of having a strong vision and understanding of what you hope to accomplish with the blended model.

While research is starting to emerge regarding blended model, most is simply describing the process and options available for developing a program. We were unable to find specific peer-reviewed data and research indicating the success of the blended learning approach. Part of the reasons cited in many of the articles we read is that the blended model itself is still being defined. One group revised an official white paper only a few months after its first release just trying to offer a definition of what is meant by blended learning within the educational realm. A recent presentation by Brigham Young University in 2012 studied the official digital dissertations archives for articles related to blended learning, and found that while research is on the increase in this area, it was nearly nonexistent until 2008, and since then, about 77% of the research has focused on higher education, only 8% of the studies address K-12 educational practices.

A recent study that was made available by testing group Kaplan in 2011 supported Bonk and Graham's theory of finding the right balance. The key findings were:

- Effective online and/or blended learning is personalized and adaptive to meet individual learning needs.
- Effective online and/or blended learning supports high levels of cognitive engagement in meeting learning objectives.
- Effective online and/or blended learning balances computer- or teacher-led guidance with learner control.

The philosophy behind charter schools was to provide a testing group for innovative educational approaches, and we believe the lack of empirical, peer-reviewed data on this particular emerging educational approach shows why this innovative new model is perfect for the implementation of a charter school.

While blended learning may not be thoroughly researched at this point, the idea of online learning in general has a more significant research base along with supporting student achievement data. Take for example the two large scale studies conducted in 2009, which indicate research support for online learning is strong and growing.

- A Meta-analysis conducted by the U.S. Department of Education found that of 51 study effects, 44 of which were drawn from research with older learners, the findings indicated that students who took all or part of their class online performed better, on average, than those taking the same course through traditional face to face instruction.
- Through its Summary of Research on the Effectiveness of K-12 Online Learning, iNOCAL concluded that "online learning has the potential to transform teaching and learning" and is promising practice for diverse student groups.

University of Florida researcher, Cathy Cavanaugh, conducted research funded by the Center for American Progress and the Broad Foundation and published in a May 2009 article entitled "Getting Students More Learning Time Online," compared the current research on virtual classes and found that while the movement is still experiencing significant growth and change, the nature of teaching changes

when classes take place online. An online teacher focuses entirely on student accomplishment of course objectives, primarily via individual communication about student work within a mastery framework."

According to Cavanaugh, common benefits found in schools and programs that utilize online learning include:

- Students in online courses spend significant time working independently with concepts and digital resources. Courses that are designed to require more time actively practicing and applying the course content through writing and speaking generally lead to higher achievement, as do simulations, manipulatives, and tutorials that offer student feedback.
- Online courses increase equitable access to quality educational opportunities by bringing flexibility to the course calendar, expanding the course catalog, and offering individualized instruction.
- Virtual schools have helped students who are performing below basic level on prior state tests to get back on track, moving from basic to proficient or advanced levels.
- Virtual school participation has been seen to narrow the state testing achievement gap for those in economically disadvantaged subgroups.

D. Program/Mission Alignment

The mission of Pivot Charter Schools is to graduate middle and high school students through a unique, technology rich learning environment. Through our blended learning educational model, Pivot students will evolve into autonomous learners and excel in their goals to achieve post-secondary options. As we have described in this section, the unique blended model of instruction used at Pivot is a perfect match with our mission. Specific ties include:

- Technology-rich educational environment of teaching/learning
- Direct Instruction approach to onsite small group instruction and one on one instruction
- Access to, and support for, online college classes for high school students
- Instruction guided by individual student mastery rather than seat time
- Career exploration and post-secondary school guidance
- Interactive physical school environment designed for maximum student achievement
- Structured of service learning experiences
- Continuous data driven instruction and program delivery

E. Meeting Standards

The Pivot core curriculum is planned in accordance with the requirements of the Common Core State Standards and the Next Generation Sunshine Standards (see the Advanced Academics Inc. standard alignment documents included as Appendix _). The course of study at Pivot is designed to allow all students to meet the requirements for a high school diploma. The AAI courses are aligned with the NGSSS and they are constantly improving, part of which include their current complete redesign of their course elements to completely align with the Common Core State Standards. We anticipate that this alignment will be complete in time for the opening of this school, however, should it not be completed

by then the ECs and local educational staff members supplement the online curriculum to ensure that the standards are completely met for all courses.

In order to provide evidence of the alignment of their program, AAI engages an external firm to verify course content. Leading firms, such as Six Things, also provide alignment data and correlation services to a number of nationally recognized publishers including McGraw Hill, Scholastic, and Houghton Mifflin. As courses are added, Six Things or another successful third party organization will be contracted to review additional courses. All supplemental Service Learning projects or project-based units created by the Pivot Charter School teachers or counselors will be reviewed for standards alignment by the Principal. These checks and balances help us to ensure that standards are being met. We would contend that this alignment is more explicit using the online delivery model because once the courses are designed, aligned and verified they are presented in the same manner consistently and not able to be changed or sections skipped as a result of lack of time or teacher error.

Students will not only be instructed through an innovative state-of-the-art curriculum, but will also be well supported by both the online and site-based teachers. A significant amount of teacher/student "face time" occurs with the chosen online curriculum. The availability of online and local teachers reinforces the commitment to dual accountability for student outcomes and academic success. Students will be encouraged to exercise personal responsibility in their growing maturity as individuals, and learners. Regardless of academic or socioeconomic background, the goal is for all Pivot students to perceive themselves as capable of achieving a college degree and/or being successful in a career of their choice after high school.

F. Replication Effectiveness

Pivot Florida, Inc. currently operates two charter schools, one in Hillsborough County and the other in Lee County. Each school site serves approximately 300 students in year 3. Both schools opened their doors in August 2011 with a modest number of students. Student enrollment as well as the number of faculty has increased over the academic year. We also are opening the doors to our third school in Broward County in August, 2013.

While enrollment increased significantly since both sites opened, neither school's enrollment was large enough to receive a FLDOE school grade however, we are anticipating a school grade for the 2012-13 school year. Being aware that school grades are often not received until the following school year, our staff undertook the ambitious goal of earning SACS-CASI district accreditation. Accreditation indicates that a school demonstrates proficiency on seven indicators. District accreditation implies the total school model is worthy of replication across the district. Pivot Florida was able to earn the distinction of SACS-CASI Accreditation in its first year of operation. We believe this to be a STRONG indication that the Pivot model is extremely worthy of continuing replication.

G. Applicant's Capacity to Replicate

Having opened two schools, and ready to open our third, Pivot Florida has a good understanding of the realities of opening a new school. The leadership throughout the state is supportive of one another in developing the plans, building, and recruiting students to successfully open a new school. We understand that Facility readiness is key to establishing the school environment with a sense of security

and readiness to learn. Students are more apt to enroll in the school, teachers are more assured of the school's sustainability, and the district is more confident the terms of the application will be satisfied. We have experience with student recruitment, teacher recruitment, and implementing our blended model effectively at new sites. The state's Executive Director plays a very hands-on role in developing the new school sites and will work closely with the district to ensure a successful start to the new school.

Given that Pivot was able to obtain the prestigious SACS district accreditation within our first year is a testament to our educational program, and our ability to replicate the program effectively. Another key set of evidence supporting our ability to effectively replicate our schools are the audits we have received indicating no areas of concern regarding the fiscal operation of our schools. The leadership provided by our Board of Directors, Executive Director and local leaders is top notch, and will ensure a successful opening to the new school.

Section 4:
Curriculum Plan

A. Core Academic Curriculum

The mission of Pivot Charter Schools is to advance middle and high school students through a unique, technology rich learning environment. Through our blended learning educational model, Pivot students will evolve into autonomous learners and excel in their goals to achieve post-secondary options. The most import part of this mission and our educational design is the concept of blended learning. Described more in depth in section three of this application, our definition of blended learning is one in which the online curriculum provider provides an around-the-clock online teacher, online content, supported by our in house teachers known as Educational Coordinators (ECs). This multi-faceted approach to serving our students allows us to provide best-in-class support to our students helping them to succeed in a truly differentiated and autonomous learning environment.

As a result, the online curriculum provided by our curriculum partner, Advanced Academics, Inc. (AAI) consists of the majority of the educational content used to instruct our students. While our on-site ECs do use additional educational resources to provide targeted support and instruction to our students, the vast majority of the materials are presented through the completely reviewed and aligned content provided by AAI. This content is independently verified by an outside party to ensure alignment with the CCSS/NGSSS and the use of the online platform ensures the content is presented with fidelity to each and every student at the student's own pace.

The flexibility of the system allows students to either read materials themselves, or enlist computer assisted reading for comprehensive and further engagement. They can read (or listen to) selections as often as they need in order to fully understand the selection. The online curriculum allows the student to get help from an online teacher by clicking a talk to a teacher button. They have many options for which teacher they would like to work with and all conversations are recorded for quality control. The online courses include text, animations, streaming video and audio, educational games, and other engaging content. Performance is measured through demonstration of standards-based competency, not by "seat time" (hours spent in classrooms), although this is accurately measured.

This presentation model coupled with the highly qualified on site staff members helps to ensure that the Pivot model is strictly aligned to the CCSS/NGSSS. The opening of this school, in 2014, will mean that from the start our students will be measured against the CCSS, and our content has been and will continue to be refined to closely align with the more stringent and in depth understanding required by the CCSS as measured by the PARCC.

One of the significant benefits to our blended model of instruction is the opportunity to offer more flexibility to students with regards to which courses we are able to offer. Traditional schools are often limited in the number of classes they are able to offer based on enrollment of students at the school. However, using the blended model we are able to create truly individual schedules for each student which match with the students individualized learning plan. Using the online teachers who are certified and highly qualified by the state of Florida as the teachers of record, we are able to offer a broader array of courses while still meeting the No Child Left Behind and class size amendment mandates. This

broader array of classes means we can offer both advanced/accelerated courses as well as intensive courses without needing to worry as much about class size requirements and empty seats in classrooms.

We realize that not all students learn in the same way or at the same pace, and believe that is the principle behind the success of Pivot Charter Schools. Through our innovative online blended learning environment we are able to provided individualized, tailored instruction based on the students' needs and interests. The key to making this successful is the Individualized Learning Plan created for each student. These plans are developed collaboratively between the Pivot staff, students, and parents. Students are expected to consider their future goals, academic needs, and with guidance from the educational professionals, come up with a plan. We believe that this collaborative approach also helps to allocate the responsibility for the student success equally among the various stakeholders. In traditional settings, often it is the responsibility of the teacher to make sure the students are gaining the educational content required by standards. By collaboratively developing individual plans, students, and parents are taught to realize that they must also be accountable for their learning and progress towards achieving both their goals, and the required standards. These Individualized Learning Plans guide the student's course selection as well as their weekly goals and progress through their weekly meetings with their EC.

Another important aspect of the Pivot program is our desire to offer accelerated programs to our students who qualify and are prepared for college level courses. AAI has already established partnerships with two third-party providers in order to offer the following high-quality, College Board-approved AP® courses:

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
	Advanced Placement Biology	2000340	Year	AP® Biology - Sem 1 AP® Biology - Sem 2
	Advanced Placement Calculus AB	1202310	Year	AP® Calculus BC - Sem 1 AP® Calculus BC - Sem 2
	Advanced Placement English Language and Composition	1001420	Year	AP® English Lang. & Comp - Sem 1 AP® English Lang. & Comp - Sem 2
	Advanced Placement English Literature and Composition	1001430	Year	AP® English Lit. & Comp.- Sem 1 AP® English Lit. & Comp. - Sem 2
	Advanced Placement Environmental Science	2001380	Year	AP® Environmental Science
	Advanced Placement French Language and Culture	0701380	Year	AP® French Language and Culture - Sem 1 AP® French Language and Culture - Sem 2
	Advanced Placement Physics B	2003420	Year	AP® Physics B - Sem 1 AP® Physics B - Sem 2
	Advanced Placement-Spanish Language	0708400	Year	AP® Spanish Language - Sem 1

				AP® Spanish Language - Sem 2
	Advanced Placement United States Government and Politics	2106420	Sem	AP® U.S. Government and Politics
	Advanced Placement United States History	2100330	Year	AP® U.S. History - Sem 1 AP® U.S. History - Sem 2

Pivot, in conjunction with our online partner, intend to offer the following courses through the online platform as described in section three:

English Language Arts

AAI provides a full offering of core and elective English Language Arts courses for middle and high school. Course content deepens students' skills in literacy, writing, reading fiction and nonfiction, research, oral communication, and technology. The courses teach students to think critically through analysis, synthesis, and problem-solving in the areas of reading, writing, speaking/listening, and language development. The courses are aligned with the CCSS and meet the requirements of the state course descriptions as described below. In fact, the online courses were recently revamped and significant additions were made in the areas of assessing, speaking and listening, reading for information, and writing in order to better conform to the more stringent requirements of the CCSS.

Some examples of how AAI's content meets the English Common Core State Standards include:

- Discussion threads requiring research, citing evidence, collaborating with peers, asking questions
- Required chats with teachers requiring research, citing evidence, asking and answering questions
- Multimedia projects incorporating technology, research, synthesizing of multiple sources and mediums
- Additional fiction and nonfiction texts providing range, quality, and complexity (see more below)
- Speeches incorporating speaking and listening presentation standards
- Analysis and use of argument including claims, evidence, counter argument, and rebuttal

In these courses, students read and analyze a broad range of fiction and nonfiction, including technical and self-selected readings. These readings were carefully selected to allow for meeting of the CCSS and in some cases, came directly from the CCSS Text Exemplar Reading List. Using standards-based, scaffolded instruction to equip next-generation students, the courses continuously develop reading comprehension, vocabulary, and literary and media analysis. In cases where copyright allows for it, the readings are provided within the courses. The majority of the other required readings are found online. Some, such as the novels, may be found at the public library or are available for purchase online.

Courses to be offered at Pivot include:

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
6th	Language Arts 1	1001010	Year	MS Language Arts 6 A
6th	Language Arts 1 Advanced	1001020	Year	MS Language Arts 6 B

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study
- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Advanced / Honors Course (1001020) – The school's curriculum maps and documents will outline additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for the advanced courses. This will include additional trade books and reading materials above and beyond what will be used in the traditional level course.

7th	Language Arts 2	1001040	Year	MS Language Arts 7 A
7th	Language Arts 2 Advanced	1001050	Year	MS Language Arts 7 B

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study
- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Advanced / Honors Course (1001050) – The school's curriculum maps and documents will outline additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for the advanced courses. This will include additional trade books and reading materials above and beyond what will be used in the traditional level course.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
8th	Language Arts 3	1001070	Year	MS Language Arts 8 A
8th	Language Arts 3 Advanced	1001080	Year	MS Language Arts 8 B

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study
- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Advanced / Honors Course (1001080) – The school's curriculum maps and documents will outline additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for the advanced courses. This will include additional trade books and reading materials above and beyond what will be used in the traditional level course.

ESOL Course (1002020) – This course will incorporate learning objectives and goals of the traditional language arts course but will also focus on additional instructional strategies to assist students who qualify for ESOL services (see section 7 of this application).

6th/7th/8th	Intensive Language Arts	1000000	Year	Using Reading Plus

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance. Students who score a level 1 or 2 on FCAT (or the equivalent PARCC score) may be required to take this course as described in the school's student progression plan.

The content will include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

High School Language Arts

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
9th	English 1	1001310	Year	English I A English I B
9th	English Honors 1	1001320	Year	
10th	English 1 / Credit Recovery	1001315	C.Rec.	

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.
- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Honors Course (1001320) – The school's curriculum maps and documents will outline additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for the advanced courses. This will include additional trade books and reading materials above and beyond what will be used in the traditional level course.

Credit Recovery (1001315) – The online ROADS system offers personalized scaffolding for students based on their needs. Students requiring credit recovery can use the same system to customize the instructional delivery to meet the needs and pacing necessary for credit recovery.

10th	English 2	1001340	Year	English II A English II B
10th	English 2 Honors	1001350	Year	
11th	English 2 for Credit Recovery	1001345	C.Rec.	

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.
- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Special Note: As students progress from one grade-level course to the next, increases should occur in the complexity of

materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

Honors Course (1001350) – The school shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

Credit Recovery (1001345) – The online ROADS system offers personalized scaffolding for students based on their needs. Students requiring credit recovery can use the same system to customize the instructional delivery to meet the needs and pacing necessary for credit recovery.

11th	English 3	1001370	Year	English III A English III B
11th	English 3 Honors	1001380	Year	
12th	English 3 for Credit Recovery	1001375	C.Rec.	

(Class including LEP student(s) must use certs appropriate for ESOL courses)
The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.
- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Special Note: As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

Honors Course (1001380) – The school shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

Credit Recovery (1001375) – The online ROADS system offers personalized scaffolding for students based on their needs. Students requiring credit recovery can use the same system to customize the instructional delivery to meet the needs and pacing necessary for credit recovery.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
12th	English 4	1001400	Year	English IV A English IV B
12th	English 4 Honors	1001410	Year	
12th +	English 4 for Credit Recovery	1001402	C.Rec.	

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content will include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.
- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

Special Note: As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

Honors Course (1001410) – The school shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

Credit Recovery (1001401) – The online ROADS system offers personalized scaffolding for students based on their needs. Students requiring credit recovery can use the same system to customize the instructional delivery to meet the needs and pacing necessary for credit recovery.

Student placement into individual courses will be based on the student's previous courses, the student's individualized learning plan, and course prerequisites. As described below in part C regarding the Reading curriculum, if a student scores the equivalent of an FCAT 2.0 level 1 or 2 on the PARCC the student will either be placed into an intensive reading course the following year, or will have specific instruction in the deficit areas within their content course the following year.

Mathematics

AAI provides a full offering of mathematics courses for middle and high school. Course content deepens students' understandings of numbers and quantities, algebra, functions, geometry, statistics, and probability. Courses provide students with grade-level appropriate opportunities to apply mathematical practices to their learning. Students will make sense of problems, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, strategically use appropriate tools, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Pivot also offers My Math Lab which is a math program that allows remediation and support for struggling math students.

As was the case with English and Language Arts, AAI has recently completed major improvements to the content on its platform in order to align to the more real-world and in depth requirements of the CCSS. The Mathematics Common Core Standards contain six strands that are interwoven throughout all high school math courses: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. The majority of improvements to the math courses were related to the Modeling strand, which deals with linking math to real-world situations and decision-making. Many lessons were enhanced with a technology component; students learn how to use graphing calculators and spreadsheet software to solve problems that would be tedious to solve without the use of the technology. In addition, each course has new application lessons, which allow students to see the connections between math and the real world.

Courses to be offered at Pivot include:

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
6th	Mathematics 1	1205010	Year	MS Fundamentals of Math 6 A
In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. (1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates. (2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane. (3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as 3x = y) to describe relationships between quantities.				

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different set of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

6th	Mathematics 1 Advanced	1205020	Year	MS Fundamentals of Math 6 B

In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different set of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

(5) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(6) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

7th	Mathematics 2	1205040	Year	S Fundamentals of Math 7 A

In Grade 7,instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
7th	Mathematics 2 Advanced	1205050	Year	MS Fundamentals of Math 7 B

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem..

(1) Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(2) Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

(3) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m(A). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(4) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(5) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

7th / 8th	Pre-Algebra	1205070	Year	MS Pre-Algebra A & B

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions (y/x = m or y = mx) as special linear equations (y = mx + b), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m(A). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.
Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

8th	Algebra 1-A	1200370	Year	Algebra I A

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1A (Year 1)

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
8th	Algebra 1-B	1200380	Year	Algebra I B

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Unit 3- Descriptive Statistics: This unit builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

8th / 9th	Algebra I	1200310	Year	Algebra I A & B
9th	Algebra I Honors	1200320	Year	Algebra I A & B
10th	Algebra I for Credit Recovery	1200315	C.Rec.	Algebra I A & B

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Unit 3- Descriptive Statistics: This unit builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the

laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined. (Pending State Board of Educational Approval)

6th/7th/8th	Intensive Mathematics	1204000	Year	Dependent upon grade level

For each year in which a student scores at Level 1 on FCAT (or the equivalent PARCC score) in math, they will receive remediation in mathematics. This may be offered as part of their regularly required math course, however, some students based on their individualized plan may take this intensive mathematics course to focus on skills recovery in addition to their regular math course.

11th	Algebra II	1200330	Year	Algebra II A & B
11th	Algebra II Honors	1200340	Year	Algebra II A & B
12th	Algebra II for Credit Recovery	1200335	C.Rec.	Algebra II A & B

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.2 Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

Unit 1- Relationships Between Quantities and Reasoning with Equations: This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 2- Linear and Exponential Relationships: Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 3- Descriptive Statistics: In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as "the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

Unit 4- Expressions and Equations:

Unit 4- Expressions and Equations: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
10th	Geometry	1206310	Year	Geometry A & B
10th	Geometry Honors	1206320	Year	Geometry A & B
10th	Geometry	1206315	C.Rec.	Geometry A & B

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.

Unit 1- Congruence, Proof, and Constructions: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

Unit 2- Similarity, Proof, and Trigonometry: Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students' work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

Unit 3- Extending to Three Dimensions: Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

Unit 4- Connecting Algebra and Geometry Through Coordinates: Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Unit 5 Circles With and Without Coordinates: In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

11th / 12th	Trigonometry	1211300	Sem	Trigonometry

State Description not yet available.
AAI Course Description: Trigonometry, a one-semester course, prepares students for further study of mathematical topics in calculus and physics. The course begins with a review of right-triangle trigonometry. Students then study the unit circle and the graphs of basic trigonometric functions, sine, cosine, and tangent, and their inverses, as well as the relationships of these functions to chords and right triangles. In addition, students apply their study of trigonometric functions and identities to find angles of elevation and depression and solve right triangles. The course concludes with the complex number plane and the polar coordinate system. Prerequisites: Algebra I, Geometry, Algebra II

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
11th / 12th	Pre-Calculus Honors	1202340	Sem	Pre-Calculus
State Description not yet available. AAI Course Description: Pre-Calculus A, the first in a two-semester course, covers a variety of topics to prepare students for more advanced calculus courses. The course starts with functions and graphs, including polynomial and rational functions. The course also examines exponential and logarithmic functions. In addition, students receive an introduction to analytic geometry. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry. Pre-Calculus B, the second in a two-semester course, covers a variety of topics to prepare students for more advanced calculus courses. The course starts with trigonometric functions and their applications. Students then receive an introduction to discrete algebra. The course ends with probability and statistics. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry				
12th	Calculus Honors	1202300	Year	Calculus A & B
State Description not yet available. AAI Course Description: Calculus A, the first of a two-semester course, centers on limits, differentiation, and applications of differentiation. Topics in this course apply to many problems studied in physics and engineering. Students review algebra concepts and learn fundamental calculus concepts, along with working problems for limits and derivatives. Students apply rules for finding different derivatives as well as learn the applications of the derivative. After finding the area under a curve using several different methods, students will complete an essay assignment that applies this to a real-world problem. Students conclude the course by applying theorems and demonstrating knowledge of basic rules for anti-derivatives. After successful completion of this course, students will have a fundamental understanding of the principles of calculus. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry Calculus B, the second of a two-semester course, focuses on how to calculate and graph antiderivatives and integrals, as well as how to apply these techniques to real-world problems. In addition, students also study topics in sequences and series. Students find the derivatives of several different functions and apply these derivatives in application problems. They also calculate volume, surface area, and arc length by working with applications of the integral. Finally, students differentiate and integrate multidimensional functions. Prerequisites: Algebra I, Geometry, Algebra II, Trigonometry, Calculus A				
	Introduction to Prob / Stats	1210300	Sem	Introduction to Probability and Statistics
State Description not yet available. AAI Course Description: Introduction to Probability and Statistics, a one-semester course, begins with a survey of data displays. Students will learn how to create and analyze bar graphs, line graphs, pie charts, and stem-and leaf plots. Students will build on this knowledge to analyze data by calculating measures of central tendency and variation. The course continues with an analysis of different ways to collect data, including sample surveys, experiments, and observational studies. Next, students will use data to create scatterplots and determine the linear, quadratic, or exponential model that best fits the data, and use the model to predict values that are not in the dataset. The students will then study probability, including theoretical and experimental probabilities, joint probabilities, and independent and dependent events. The course concludes with a study of risk, reliability, binomial distribution, and normal distributions. A graphing calculator TI-83 or TI-84 is a technical requirement for this course. Prerequisites: Algebra I, Geometry, Algebra II				
12th	Math for College Success	1200410	Sem	Accelerated Math
This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are below the established cut scores for mathematics, indicating that they are not yet "college ready" in mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: Expressions and Equations, The Number System, Ratios and Proportional Relationships, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.				

Once again, student placement for courses is based on the student's previous courses, the student's individualized learning plan and the course prerequisites. If a student scores the equivalent of an FCAT 2.0 Level 1 or 2 on the PARCC Mathematics assessment the following year the student will either be placed into an intensive mathematics course or will receive intensive instruction in the areas of deficit within the content area course the following year.

Pivot Charter School understand the necessity of complying with all state regulations regarding the Florida Assessment Program, including that students in some courses are required to take the End of Course Exams, such as in Algebra I, Algebra II and Geometry, Statistics and any subsequent assessments released by the state of Florida. We will follow the state's requirements for how these scores are supposed to be used, such as passage of the Algebra I EOC being a graduation requirement, and that the Geometry assessment is to count for 30% of a student's final grade in the Geometry course, and that the Algebra II exam must be passed by any student wishing to obtain a Scholar Designation on their high school diploma.

Science

Advanced Academics offers a variety of core and elective science courses for middle and high school. Course content introduces students to the fields of science, qualitative and quantitative analysis, the scientific method, research methods for scientific reports, and the relationship between science and technology. The courses teach students to use logic, reasoning, and critical thinking when analyzing experimental results and scientific concepts, and draw conclusions from data in the various branches of science.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
6th	Earth/Space Science	2001010	Year	MS Earth Science A
6th	Earth/Space Science, Advanced	2001020	Year	MS Earth Science B

No narrative description available from the state of Florida.

AAI Course Description:
MS Earth Science A, the first course of a two-semester series, introduces students to scientific investigation and experimentation and describes the methods and tools scientists use to study the Earth. Students learn to read geologic maps, topographic maps, and various types of graphs for information. Concepts of density, heat, heat transfer, and types of energy are explored, and students examine the role of these concepts in Earth processes. The course concludes by examining Earth's layered structure and the transfer of heat from Earth's interior through its layers.
MS Earth Science B, the second course of a two-semester series, shows students how direct and indirect evidence is used to learn about Earth's structures and functions. Students learn the evidence for plate tectonics and relate plate movement to geological events such as earthquakes, mountain building, and volcanic eruptions. The rock cycle is described, and students learn how weathering and erosion shape the Earth's surface. Students explore nonrenewable and renewable resources and investigate the resources in their states. The geologic time scale is used to describe Earth's history. Basic ecological concepts are introduced, including interactions in ecosystems, matter and energy flow, and populations. Earth's biomes are surveyed. The course concludes with an introduction to space science. Students explore the origin and structure of the universe, characteristics of the solar system, and motions of the planets and other celestial objects. The prerequisite for this course is successful completion of MS Earth Science A.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
7th	Life Science	2000010	Year	MS Life Science A
7th	Life Science, Advanced	2000020	Year	MS Life Science B

No narrative description available from the state of Florida.

AAI Course Description:
MS Life Science A, the first course of a two semester series, introduces students to basic biological concepts and the use of the scientific method in the study of life. Students will gain an understanding of the International System of Units, tools used in studying life, and proper laboratory procedures. The specific topics students will study are the characteristics of life; classification of living organisms; characteristics of bacteria, protists, fungi, plants, and animals; evolutionary theory; ecology; and effects of resource use and pollution on ecosystems.
MS Life Science B, the second course in a two-semester series, begins by exploring cell structure and function and organization of tissues, organs, and systems. Students then examine the following body systems: muscular, skeletal, digestive, excretory, reproductive, circulatory, respiratory, immune, nervous, and endocrine. For each body system, students explore structure, function, related diseases, and disease prevention factors. The course also includes an introduction DNA structure, principles of inheritance, and genetic engineering. The prerequisite for this course is successful completion of MS Life Science A

8th	Physical Science	2003010	Year	MS Physical Science A
8th	Physical Science, Advanced	2003020	Year	MS Physical Science B

No narrative description available from the state of Florida.

AAI Course Description:
MS Physical Science A, the first course of a two-semester series, introduces students to the scientific method and how to apply it to the physical world. The course also focuses on topics such as motion, forces, energy, behavior of matter, waves, machines and work, and electricity and magnetism. Students will also learn the mathematical relationships between physical measurements. Students should have taken or be concurrently enrolled in 6th grade mathematics.
MS Physical Science B, the second course in a two-semester series, introduces students to the relationship between the physical and chemical composition of matter, elements, and compounds. The course also focuses on topics such as the properties of matter, elements, and compounds; chemical bonds and reactions; the importance of nuclear power; and careers and technology in the physical sciences. The prerequisite for this course is successful completion of MS Physical Science A. Students should have taken or be concurrently enrolled in 6th grade mathematics.

	Biology I	2000310	Year	Biology A Biology B
	Biology 1 Honors	2000320	Year	
	Biology 1 for Credit Recovery	2000315	C.Rec.	

No narrative description available from the state of Florida.

AAI Course Description:
Biology A, the first course of a two-semester series, introduces students to the nature of science, the scientific method, and inquiry processes. The course explains proper lab techniques and safety procedures and methods for conducting scientific experiments and communicating their results. The course also provides students with an overview of what constitutes a living organism, followed by an in-depth study of the components that make up a healthy cell. Students will examine the structures and processes that occur in different types of cells. Other topics in this course include biochemistry, cellular activities, Mendelian and modern genetics, human heredity, evolution, and genetic engineering. Prerequisites for this course are Physical Science and Algebra I.
Biology B, the second course of a two-semester series, provides students with an overview of classifying organisms and examining human body systems. The course introduces students to the dynamics within ecosystems and how the classification of organisms was developed. Students will analyze organisms in the six kingdoms by examining their anatomical and physiological characteristics. Students will also learn about the major systems of the human body and how bacteria and viruses cause disease. Prerequisites for this course are Physical Science and Algebra I.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
	Physical Science	2003310	Year	Physical Science A
	Physical Science Honors	2003320	Year	Physical Science B

No narrative description available from the state of Florida.

AAI Course Description:
Physical Science A is first in a series of two courses designed to introduce students to the study of the nature of science. The course introduces students to how science works, the scientific method, and inquiry processes. The course explains methods of conducting scientific experiments and communicating the results. The course leads students to an understanding of the atomic nature of matter, the elements, and the periodic table. Students will examine the properties of matter, explore the composition and behavior of acids and bases, and explain the difference between solutions and mixtures. The course concludes with a description of force, velocity, acceleration, and Newton's laws of motion. Students should have taken or be concurrently enrolled in Algebra I.
Physical Science B, the second course in a two-semester series, continues with a study of work and power. The course leads students to design simple machines based on the basic principles of physics. The course continues with a study of the generation of electricity and magnetism. The course goes on to cover the forms and properties of waves and the electromagnetic spectrum. Students will also study nuclear reactions and the composition and structure of the universe. The course concludes with an examination of the life cycle of a star and the past achievements and future goals of space exploration. Students should have taken or be concurrently enrolled in Algebra I.

	Earth/Space Science	2001310	Year	Earth Science A
	Earth/Space Science Honors	2001320	Year	Earth Science B

No narrative description available from the state of Florida.

AAI Course Description:
Earth Science A, the first course of a two-semester series, is an intense study of geology as a problem-solving science. This course introduces students to how science works, the scientific method, and the nature of science. The main focus of this course is on Earth's structure, mapping, and mineral composition, rocks and the rock cycle, plate tectonics and the plate tectonic theory, the ocean floor, volcanoes and earthquakes, mountain building and crustal deformations, Earth's history and geologic timeline, and the forces of weathering.
Earth Science B, the second course of a two-semester series, introduces the major principles and skills involved in studying meteorology and astronomy. In this course, students will study the atmosphere's structure and composition, including the water cycle, clouds and humidity, air pressure and winds, air masses and fronts, and cyclones, thunderstorms, tornadoes, and hurricanes. They will also learn about the Earth's night sky, tools for studying the universe, stars and galaxies, and the properties and motion of the solar system.

	Environmental Science	2001340	Year	Environmental Science A Environmental Science B

No narrative description available from the state of Florida.

AAI Course Description:
Environmental Science A, the first course of a two-semester series, explores the nature of science and the natural world. Students examine environmental issues and learn to make informed decisions using scientific problem solving. Specific topics include ecological interactions, matter and energy flow in ecosystems, biodiversity, characteristics and growth of populations, evolution, succession, biogeochemical cycles, soil and land resources, agriculture, waste management, and characteristics of terrestrial biomes. Recommend Prerequisites: Biology A, Biology B
Environmental Science B, the second course of a two-semester series, continues the study of the natural world. Students explore environmental issues and make informed decisions using scientific problem solving. Specific topics include characteristics of aquatic biomes, management of water resources, use of mineral resources and effects of mining, renewable and non-renewable energy resources, atmospheric cycles, climate change, and sustainability. Recommended Prerequisites: Biology A, Biology B

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
	Chemistry 1	2003340	Year	Chemistry A Chemistry B
	Chemistry 1 Honors	2003350	Year	
	Chemistry 1 for Credit Recovery	2003345	C.Rec.	

No narrative description available from the state of Florida.

AAI Course Description:
Chemistry A, the first course of a two-semester series, introduces students to the basic concepts of observation, the history of chemistry, and the use of reason and the scientific method. The course also emphasizes the study of matter and energy, with a focus on identifying differences between states of matter and physical and chemical properties. Fundamental properties of measurement and the use of scientific notation in chemistry will be introduced early in the course and reinforced throughout the remaining units. The relation between atomic models and the periodic table will be explained, along with ways to use these concepts as tools in the study of chemistry. The remaining units of the course will focus on ions and ionic compounds, molecular compounds, acids and bases, the mole concept, chemical masses, and chemical equations. Prerequisites for this course are Algebra I, Geometry, and Biology. Students should have taken or be concurrently enrolled in Algebra II.
Chemistry B, the second course of a two-semester series, focuses on chemical bonding, molecular geometry and symmetry, Lewis structures, valence shell electron pair repulsion (VSEPR) theory, and resonance structures. In addition, this course introduces thermochemistry, chemical kinetics, and electrochemistry. Calculation methodology, concepts, and definitions for pH, pOH, and buffering are also provided. Key concepts of organic chemistry, nuclear and environmental chemistry, biochemistry, and analytical chemistry are explained. The course ends with a discussion of industrial processes, energy, and careers related to chemistry. Prerequisites for this course are Algebra I, Geometry, and Biology. Students should have taken or be concurrently enrolled in Algebra II.

	Physics 1	2003380	Year	Physics A Physics B
	Physics 1 Honors	2003390	Year	
	Physics 1 for Credit Recovery	2003385	C.Rec.	

No narrative description available from the state of Florida.

AAI Course Description:
Physics A is the first course of a two-semester series that introduces students to concepts in classical and modern physics. The course discusses topics in Newtonian mechanics, gravitation, oscillatory motion, gases, fluids, and heat. This course combines the conceptual understanding of basic physics principles with problem solving. Students will learn to analyze situations, apply expressions and principles, and understand various concepts and principles. Prerequisites for this course are Algebra I, Algebra II, Geometry, Pre-Calculus, Physical Science, and Chemistry. Students should have taken or be concurrently enrolled in Calculus.
Physics B is the second course of a two-semester series that introduces students to concepts in classical and modern physics. The course discusses the topics of static and current electricity, magnetism, electric circuits, sound, geometrical optics, waves, and modern physics. Prerequisites for this course are Algebra I, Algebra II, Geometry, Pre-Calculus, Physical Science, and Chemistry. Students should have taken or be concurrently enrolled in Calculus.

As with other subjects course placement will be based on previous courses, the students individualized learning plan and the course prerequisites. We also acknowledge the requirements to administer the EOC for Biology and that the test must account for 30% of the students' final grade, unless the student is planning to obtain the Scholar Designation on their high school diploma, in which case they must pass the exam.

Social Studies

Advanced Academics provides a broad spectrum of core, elective, and state-specific social studies courses for middle and high school. Course content improves students' skills in literacy, writing, research, and technology. The courses teach students to think critically through analysis, synthesis, and problem solving in the areas of anthropology, civics, economics, geography, and history.

Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
6th	World History	2109010	Year	MS World History & Geography A MS World History & Geography B
6th	World History Advanced	2109020	Year	
Sixth Grade: M/J World History - The sixth grade Social Studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).				
	United States History	2100010	Year	American History A MS American History B*
	United States History, Advanced	2100020	Year	
Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs. Special Notes: Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics: Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies • The Gathering and Interactions of Peoples, Cultures, and Ideas • Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment • The Changing Role of America in the World The NAEP frameworks for United States History may be accessed at http://www.nagb.org/publications/frameworks/history_06.pdf Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of				

analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

7th	Career Research and Decision Making	1700060	Year	MS Career Exploration

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

The content should include, but not be limited to, the following:

- Self-awareness to include interests, values, skills, learning styles, etc.
- Goal-setting and decision-making processes
- Exploring careers/career clusters and educational requirements
- Postsecondary education and training opportunities
- Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.
- Career and education planning

Special Note: This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. (Section 1003.4156, Florida Statutes).

Understanding the Workplace
1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness
5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0 Identify five values that they consider important in making a career choice.
7.0 Identify skills needed for career choices and match to personal abilities.
8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0 Identify strengths and areas in which assistance is needed at school.
10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers
11.0 Demonstrate the ability to locate, understand, and use career information.
12.0 Use the Internet to access career and education planning information.
13.0 Identify skills that are transferable from one occupation to another.
14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each

cluster, employment outlook, and education/ training requirements.
15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making
16.0 Identify and demonstrate use of steps to make career decisions.
17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills
18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0 Demonstrate skills to interact positively with others.
20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning
21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0 Describe how extracurricular programs can be incorporated in career and education planning.
27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0 Describe high school credits and explain how GPAs are calculated.

Job Search
29.0 Demonstrate skills to complete a job application.
30.0 Demonstrate skills essential for a job interview.

	United States History	2100310	Year	American History A American History B
	United States History Honors	2100320	Year	
	United States History for Credit Recovery	2100315	C.Rec.	

United States History (U.S. History) 9-12 Course – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Special Notes:
Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed

at http://www.nagb.org/publications/frameworks/history_06.pdf

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

	World Cultural Geography	2103300		World Geography A World Geography B

World Cultural Geography – The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

	World History	2109310	Year	World History A World History B
	World History Honors	2109320	Year	
	World History for Credit Recovery	2109315	C.Rec.	

World History 9-12 Course – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
	United States Government	2106310	Sem	U.S. Government Honors U.S. Government
	United States Government for Credit Recovery	2106315	C.Rec.	
	United States Government Honors	2106320	Sem	

United States Government– The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Special Notes:
Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at
http://www.nagb.org/publications/frameworks/civicsframework.pdf

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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Rec. Grade	Title	Course Code	Length	AAI Online Curriculum Course Name
	Political Science	2106340	Sem	U.S. Law and Politics
	Law Studies	2106350	Sem	
Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.				
	Economics	2102310	Sem	Economics
	Economics Honors	2102320	Sem	
	Economics for Credit Recovery	2102315	C.Rec.	
Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.				

Once again, we acknowledge that we must administer the Civics and US History EOC exams, each of which will account for 30% of the students' final grade.

B. Curriculum Research Base

Central to the Pivot curriculum design is the blended learning format, which allows for online curriculum delivered in a brick and mortar setting. Blended education is an emerging curriculum delivery format that stems from the growing trend of online and distance learning models. Researcher Heather Staker (2011) defines blended learning as:

> *Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace (p.5).*

The definition highlights two significant program features: 1) supervised brick-and-mortar location and 2) online delivery that are departures from traditional educational models. Brick and mortar can be defined in a number of ways and has been operationalized to include school classrooms and computer labs. Online delivery gives students a control over their learning and is not dependent on the teacher's use of other electronic devices.

Staker (2011) research profiles six models of blended education as a means of developing a typology of blended-learning models and profiling school models operating across the county. The six models include:

1. The face-to-face driver model utilizes onsite teachers to deliver most of the online curricular as a supplementary or remediation program.
2. The rotation model allows students to participate in online curriculum during a selected period of a fixed learning schedule. The teacher retains oversight of the online program.
3. Flex model features an online platform that delivers most of the curricula with an onsite teacher providing as needed help or small face-to-face group sessions.
4. The online lab is offered in a brick and mortar environment but fully delivered via the online learning platform. Generally, the teacher is online and the onsite staff serves as a paraprofessional or teaching aide.
5. The self-blend model allows students to select any course from a menu of a larger course selection. Adult supervision is remote and accessed by the student as needed.
6. The online driver model utilizes both an online platform and remote teacher to deliver the curriculum. There may be required check-in or scheduled meetings/activities at brick and mortar facility.

The Pivot model can be described as the flex model and is well aligned with many aspects of the programs profiled in the report.

One of the schools highlighted in the report was Edison Learning Labs which has served 500,000 learners and share similar values of the Education model. The following table depicts parallels between Pivot's and the Edison model:

Edison	Pivot
Recruit top talent	Hire only highly qualified teacher
Culture of Engagement and Aspiration	High Expectations for Learning and Environment
Demanding content and customized instruction	Rigorous and Relevant Learning
Achievement-driven management	Data driven instructional program

The Edison Learning's Provost Academy serves a 60% minority achieving positive outcomes: 74% course completion rates and 92% passing rate. The school also reports that its student's performance on the SAT is as high or higher than state and national averages.

By partnering with AAI, Pivot is able to capitalize on some of the most effective parts of the AAI curriculum, which is often offered as an independent virtual program as opposed to a blended model. By providing the blended model we believe are expanding upon the educational offerings that they have to offer, and will show better than their typical results. AAI recently published three case studies highlighting the results of their program:

- TriCounty Technology Center (OK) serves 600 full time students during the 2009-2010 academic year and demonstrated a 89.4% completion rate and of those students a 93% passing rate.
- The Mansfield Independent School District increased its completion rate by 21% from the fall of 2009 (72%) to summer of 2010 (93%).
- The Clark County, Nevada program at Valley High School demonstrated a positive trend in its performance outcomes for the period between 2005-2006 and 2009-2010. The number of dropouts decreased from 10.9% to 5.5%, a difference of 5.5%, while the graduation rate improved from 42.1% to 60% during the period.

The 2009 US Department of Education's meta-analysis of 51 online learning studies found that limited research on the effectiveness of online learning for K-12 students is available. The limited case study data that was presented demonstrates that online curriculum offered a blended format yields positive results for the learners.

C. Reading Curriculum

Reading is a critical component of the Florida education system and the law requires it to be a primary focus on the overall school curriculum. Pivot Charter School will implement Just Read, Florida! initiatives to assist in the process for students to become successful, independent readers.

The School will develop and implement a school-wide Comprehensive Research-based Reading Plan (CRRP) prior to the opening of school to provide a framework for instruction integrating across curricular areas while aligning subject area standards. The School CRRP will be designed to meet specified requirements outlined in the Just Read Florida objectives:

- Leadership at the school level is guiding and supporting the CRRP initiative. The School will assure that school administrators will be curriculum leaders and resources. A statewide reading coordinator assists the school's staff ensure that the reading plan is being effectively carried out, and that the resources available to the ECs and students are being effectively utilized.
- The analysis of data drives all decision-making. Student data will be collected, organized and analyzed for review. The use of the online platform through AAI and the Reading Plus system described below in addition to the assessments utilized by Pivot Charter School as described in section five provide the educational team a vast wealth of information that can be used to make informed decisions about student needs, and the ECs are able to work individually or in small groups with students to meet those identified needs.
- Professional Development for on-site staff is systemic and targeted at individual teacher needs as determined by analysis of student performance data. Professional Development will be coordinated through the decisions of the Principal and Executive Director with input from the state directors. The professional development plan will make provisions to target specific areas of need based on assessment data and reflect the goals in teachers' Individual Professional Development Plans (IPDP). Professional development will be differentiated and will intensify for teachers based on progress monitoring data. It will be up to the administration to organize Professional Development opportunities and/or to assist the teachers to find opportunities offered by the district if they are available to charter schools.
- Measurable student achievement goals are established and clearly described. Student data from a variety of assessments will be monitored on a regular schedule and reviewed for ongoing progress in reading as well as writing, math, and science. Through this process, individual student scores, classroom progress, and school-wide progress and objectives will be reviewed and evaluated by the school stakeholders. The school will organize data in a central location, via the school's Student Information System. The School will use the collected information to create an annual plan for improvement and to assist in planning Professional Development to train and support on-site staff in identifying classroom strategies and instructional delivery strategies.
- The curriculum provided by AAI is appropriate to the students and research-based. The program incorporates the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) delivered through a coherent instructional design. The educational program has been carefully designed to align with the CCSS and meet the age appropriate needs of the students.

In addition to the English Language Arts program delivered through AAI's ROADS platform, Pivot Charter Schools also uses an additional reading program to help accelerate the reading skills of all of our students, for this we use Reading Plus.

Reading Plus

Reading Plus® is a computer-based reading intervention system that uses innovative technology and engaging content to provide individualized silent reading practice for students in second through twelfth grades. In addition to providing effective, scaffolded reading instruction, Reading Plus also ensures efficient development of foundational visual, perceptual, and information-processing skills, the "unseen and unheard" skills required for silent reading proficiency. The program assesses students' reading ability and remediates reading comprehension, vocabulary, and fluency through scripted teacher lessons, talking software, and print reinforcement exercises. Intensive scaffolds and controlled, age-

appropriate texts enable students to build the confidence and foundational language skills essential for further learning.

All Pivot students who score low on FCAT (or PARCC when implemented) or have a special need for reading assistance utilize this program in 45 minute blocks two to three times a week in order to improve their reading skills. Students work with an Educational Coordinator who is trained by Pivot to make sure the program is being utilized to its max capacity. For the at- risk student, they first will learn to read and then they will read to learn. A struggling reader's intervention will consist of improving their basic reading skills, hands-on interaction which will motivate the student to read effectively and comprehend every sentence read. Studies show that within fifteen (15) weeks at 45 minutes three times a week the student has already gained the confidence needed to advance themselves and achieve at grade level course and to perform well in State testing. For the advanced Pivot Charter School student the rigorous fundamental reading will enhance the student to establish a lifelong learning pattern, as well as to achieve their High School Diploma, proceed to read college reading material and for the workforce at a faster pace.

The continuous assessment provided by Reading Plus is monitored very closely and reports are distributed on a weekly basis to the students' parents/Guardians. Parent involvement is important and motivational to the student's well-being. The Pivot Charter School goal is to prepare the student to acquire the knowledge to read and comprehend from the very first day of entrance as a Pivot Charter School student. The uniqueness of the Reading Plus Program is that it is tailored to each individual Pivot Charter Student as they work at their own pace. Compare to the traditional learning environment, many students will benefit and advance from the lesson plan. By utilizing systematic data analysis we can ensure that no students "fall through the learning cracks," because they are too timid to ask for help and because they don't want their peers to see or hear that they need help.

In addition to the computerized support from the Reading Plus program, Pivot is able to offer daily tutoring for reading through the use of our EC's and EA's on site, for those students who need additional support. The EC's and EA's can provide personalized or small group support and instruction to students based on the needs identified through Reading Plus and the multitude of other assessment and data points Pivot has available regarding student progress.

Pivot Charter School will use Scantron Performance Assessment to monitor progress. Scantron starts with a Broad Screening test online (paper and pencil screenings are available). Students will be tested and a minimum of three times throughout the year and the results will be used to create tutoring groups. These groups will be continuously monitored and each student will get individualize needs addressed. Data from Scantron will be uploaded for teachers and school leaders to analyze and create goal sheets. Students who are struggling with reading skills can take the assessment more often (at least once per month) so that more detailed and up-to-date data will be available to more accurately focus the instructional needs and planning for that student. The information will be available and offer guidance and best practice support for our teachers as they prepare lessons for student learning. School personnel will receive training to ensure successful implementation.

Students Reading at Grade Level or Higher

The reading curriculum provided both in the AAI ROADS platform and the Reading Plus system provides the means to be differentiated at all grades for students reading at grade level or higher. The AAI online

curriculum allows students to complete courses ahead of schedule if they are motivated to do so and able to demonstrate mastery of the content, allowing them to complete more credits more quickly and move on to accelerated level courses prior to graduation should they so desire.

Students Reading Below Grade Level

For those students who are not making adequate progress or are demonstrating below grade level abilities, the Individual Learning Plan will take on the role of the more traditional Progress Monitoring Plan (PMP) to recognize and address those specific strategies to be implemented in order to remediate learning deficiencies. PMP's will be created by the student's EC, who in most cases will hold a Reading Endorsement, but if the EC is not reading endorsed one of the other on-site ECs with an endorsement will also be involved, an administrator(s), ESE teacher, parent, and student, if applicable. This team will review the PMP as often as necessary, but at a minimum midway through the marking period and again at the end of each nine week marking period.

Given the differentiation which occurs at Pivot Schools, the Multi-Tiered System of Supports is built into the way we operate; please see below, in Part D, for a more detailed description of how MTSS is utilized at Pivot.

Pursuant to Section 1003.4156, F.S., it states that if a student FCAT Reading scores is Level 1, the student will be required to either complete an Intensive reading course or will have instruction in the areas of deficit within their core area of instruction. More often than not, the student will receive the intensive reading course. Intervention may consist, but not limited to, reading before and after school with teacher support, and if a student is behind more than two (2) years below grade level, a double block of reading is foundational to accelerate reading skills. School monitoring is based on teacher's recommendation and the three (3) times a year testing: Baseline, Mid-Year and End of Year Assessments.

The End of Year Assessment will determine specific areas of reading difficulty. If needed, and as per Rule 6A-1.09441, F.A.C., states that classes from the Course Code Directory must be introduced to the schedule. In other words, extra classes will be added to the student schedule in the attempt to move forward and gain those lost reading years. At the same time the student may or will lose complete interest in the subject, because they will be overwhelmed. At the High School level and Pursuant to Section 1003.428, F.S., the regulations are similar to those in middle school.

Pivot Charter School is committed to delivering a comprehensive core reading plan (CCRP) that is established through planning based on student needs, School-wide consistency in the delivery of the plan, assessment of results, review and revision of the plan as needed, and ongoing commitment to maintain the process. A successful implementation of a CRRP will result in enhanced and ongoing student achievement.

D. Curriculum for Exceptional Students

Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

The AAI curriculum being used at Pivot Charter School meets the needs of exceptional students and all students who enter below grade level, as the online curriculum. Although we want 100% of class completion and a "C" or better it is sometimes more realistic for an 80% completion. This goal is more realistic based on prior evidence:

- Proceeds at the student's pace adjusting to IEP goals
- Builds on existing reading, writing, and math skills
- Allows placing the child at different levels for math and language arts
- Encourages students to become active learners through exploration and discovery
- Introduces new learning opportunities in a safe, supportive environment
- Balances learning with fun

The levels for language arts and math programs are individualized for each student. Children progress at their own rates using multisensory learning that helps each learning style. The computer is very engaging for some children. Some children, when faced with textbooks or non-interactive environments, exhibit ADD/ADHD-like behavior, but when faced with an interactive system, are often successful in focusing and learning. The computer is impersonal so children on the Autism spectrum (specifically children with Asperger's Syndrome and high-functioning Autism) learn without the distraction of interpersonal relations.

Some of the other key strategies that are used at Pivot which would assist exceptional students include:

- Small Group Instruction: Onsite teachers pre-teach material and re-teach material in core courses.
- Tutoring: Credentialed teachers as well as local community members who have undergone the appropriate background checks will provide tutoring to PCS students during their designated time on campus.
- Modification to Assignments: While the system tracks all assignments and provides a pacing, assignments can be altered. For both ESE and regular education students, a credentialed teacher onsite can work with the Principal and modify a student's workthrough what is called ROAD TRIPS, the amount of work expected of a student can be altered. ROAD TRIPS are a way to create accommodations based on student needs and/or their IEP.
- The curriculum/calendar goes home with them so there is no need for a student to have to remember to write down homework or upcoming test dates.
- The curriculum offers the student the option to have the material read to them.

<u>Socioeconomically Disadvantaged Students</u>
Pivot will provide the same individualized, supportive, standards-based curriculum where students may progress at a rate commensurate with their abilities to socioeconomically disadvantaged students as they do to all Pivot students. Pivot allows students without internet access at home to attend a second session or stay a longer period of time in ensure they have adequate time to be successful in their curriculum.

In order to monitor student progress and ensure they are progressing as needed, and to ensure support is provided to those students who need it, Pivot Charter School utilizes a Multi-Tiered System of Support (MTSS) model.

In June of 2008, the Florida Department of Education released the Statewide Response to Instruction/Intervention (RtI) Implementation Plan with the intent that RtI would "promote school-wide practices that align with and accelerate our collective efforts to ensure the highest possible student achievement in both academic and behavioral pursuits." In addition, following the 2004 reauthorization of the federal "Individuals with Disabilities Education Act," Florida began requiring RtI to be used as the process for determining eligibility for students with learning disabilities on July 1, 2010. With that in mind, RtI became the framework that guides the delivery of the instruction in Florida. In 2011, the first phase of the implementation ended and a new framework known as the Multi-Tiered System of Supports emerged.

MTSS is a concept that is inclusive of the RtI process, as well as several other processes which the state has been supporting in an attempt to create common language and a unified educational model. This model is a data-based problem-solving approach to providing instruction and interventions in varying intensities based on student needs. The idea is that immediately as a student begins to falter, the school is ready and has a system in place to provide interventions to put them back on, and keep them on track for success. At Pivot Charter School we will implement the MTSS through our instructional team, who will fill the role of the School Based Leadership Team in a traditional MTSS/RtI model.

The MTSS model will use a multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions. MTSS requires the effective use of data for the following purposes:

- Screening data identifies students who are already in need of or likely will need Tier 2 interventions.
- Diagnostic data specifies core instructional focus and core differentiated instruction focus, and specifies Tier 2 and Tier 3 intervention focus.
- Progress monitoring measures rate of learning across time for groups or individuals and is used to maximize instruction and intervention outcomes. Progress monitoring helps determine adjustments to the level (Tier) of support needed for students.

The MTSS approach to problem solving is based on a four-step process:

- **Step 1:** Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).
- **Step 2:** Identify possible reasons why the desired goal(s) is not being attained.
- **Step 3:** Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
- **Step 4:** Evaluate the effectiveness of the plan in relation to stated goals.

MTSS follows the premise that all students need to progress at a rate that corresponds to at least one year's growth for every year of instruction, and regular review of student evaluation data should demonstrate progress towards meeting these expectations. When this does not occur, the school will begin the problem solving process. At Pivot Charter School this process begins through the individualized education plan where the individual goals will be established for the student. If those goals are not being met, as measured by the teacher through the use of a variety of data points and the through the weekly meetings with the student, the EC will begin the problem solving process trying to identify where the breakdown is occurring and what could be causing it. The teacher may call upon the

instructional team at the school to assist with brainstorming and developing possible reasons for the difficulty, and then brainstorming methods of addressing the issue to help the student move forward. The team will also identify specific data points which will help to monitor the students' progress, and this data will be collected and documented by the student's EC.

In order to implement the plans that are developed during the problem solving phase of the process, MTSS uses a tiered level of support ranging from tier one through three. The first tier is inclusive of the typical activities that happen within the learning center. These are interventions which could be given to any student within the school and are based on effective, research-based instructional strategies, such as the use of an instructional focus calendar or in class small-group differentiated instruction to meet the students' varied needs.

For those students who may be falling behind and who require additional (supplemental) intervention to achieve "catch up growth," it is imperative to provide that support as early as possible, in order to help those students to eventually meet expectations. Therefore, Tier 2 includes interventions which are research-based and usually delivered in small groups, outside of core instruction, that provides additional time engaged in mastering specific skills. Successful Tier 2 interventions should allow most students who receive these interventions to progress at a rate that allows for catch up growth. These interventions are varied and based on the needs of the students, but may include the direct instruction of specific skills sets, the use of supplemental curricular programs (such as Reading Plus), or other strategies the team deems necessary. At Pivot, these small group interventions happen for nearly all students through the small group instruction and tutoring lead by the ECs, but will be required for students who seem to be struggling with content mastery.

For a small number of students, effective Tier 1 and Tier 2 supports are insufficient to allow them to catch up and meet expectations. For those students, intensive research-based, individualized intervention plans are developed, implemented, monitored, and revised as needed. Because there are many reasons why students might fail to respond to Tier 2 interventions, the level of problem solving needed to determine the particular barrier to the child being successful may be rigorous and time intensive. For some children receiving these Tier 3 interventions, the process of developing and monitoring an intervention might lead to a determination that they require special education. For all students that require Tier 3 interventions, the MTSS process of monitoring and revising intervention as needed, continues until it is no longer needed. Tier 3 interventions will often include individualized tutoring or the use of a custom designed learning lesson to target the specific areas of concern identified during the problem solving phase. At Pivot these types of interventions are done 1:1 by the EC in coordination with the student, to assist the student in getting back on track.

Throughout this entire process, the team of teachers facilitated by the instructional team will continue to reevaluate the problem solving process to continually revisit why the student is struggling and what can be done to help the student improve. Data will be collected so as to support any future evaluations that may be necessary. Also important to the success program is open communication with the students' family. Throughout the process, the facilitator will ensure that the parents are aware of and invited to the meetings regarding their child, as well as made aware of the interventions which are being attempted through the process.

During this process it is possible that student may be referred for evaluation of special education, or a non-qualifying condition may be present which may entitle the student for accommodations under Section 504 of the Federal Rehabilitation Act of 1973. If this is the case, the school will work closely with

the sponsor and agrees to follow the procedures the district has in place for the evaluation, determination and delivery of accommodations under a 504 plan. The school will use the district forms to document the process and accommodations so that if the student ever leaves Pivot Charter School to go to another school within the district, the receiving school will be able to quickly implement the accommodations the student may need. A member of the instructional team will be assigned the responsibility of coordinating 504 needs for the school and will work closely with the district representative to make sure all of the requirements are met.

E. Non-Core Academic Curriculum

In addition to the proposed core curriculum Pivot will provide a battery of elective courses for both middle and high school students. The courses are developed by AAI and provided on the ROADS 3.0 platform.

High School Course Electives	Middle School Course Electives
Career and Technology Electives **Career and Technology Skills A Career and Technology Skills B Computer Literacy A** **Computer Literacy B** **Fundamentals of Web Development** **Social Science Electives** **Introduction to Anthropology** **Introduction to Psychology** **Honors Introduction to Psychology** **Introduction to Sociology** **Current Events** **Life Skill Electives** **Life Skills** **Financial Literacy** **Communication Electives** **Journalism A** **Journalism B** **Fundamentals of English Composition** **Introduction to Grammar and Composition** **Fine Art Electives** **Fundamentals of Art Fundamentals**	Career and Technology Electives MS Career Exploration Computer Literacy A (MS/HS) Life Skill Electives MS Study Skills Life Skills (MS/HS) MS Financial Literacy A MS Financial Literacy B Fine Art Electives MS Art Appreciation 6 MS Art Appreciation 7 MS Art Appreciation 8 Music Electives MS Music Theory A Alternative Credit Electives MS Service Learning Project 6 A MS Service Learning Project 6 B MS Service Learning Project 7 A MS Service Learning Project 7 B MS Service Learning Project 8 A MS Service Learning Project 8 B

of Art Appreciation Fundamentals of Art History Introduction to Drawing Introduction to Graphic Design Independent Art Credit A Independent Art Credit B **Music Electives Music Theory A Music Theory B Independent Music Credit A Independent Music Credit B**	

Course Descriptions

CAREER AND TECHNOLOGY ELECTIVES

Electives
Advanced Academics provides a variety of elective courses for middle school and high school. The courses provide opportunities for students to acquire additional knowledge and skills in the areas of communications, careers and technology, fine arts, music, world languages, social sciences, and life skills. Elective courses allow students to explore their interests and develop specific skills.

World Language Courses
In order to offer some of the highest-quality online courses on the market, AAI forms strategic partnerships with third-party companies to expand our suite of curriculum products to include a wide variety of world language courses. These licensed courses, in combination with proprietary Spanish courses developed by our in-house teaching and curriculum experts, allow us to offer the following courses: Spanish, French, German, Mandarin, and Latin for high school; Spanish, French, German, and Mandarin for middle school.

Elective Courses
AAI offers a wide variety of elective courses in the areas of career and technology, fine arts, physical education, health, communication, life skills, and social sciences.

Career and Technology Skills A
Career and Technology A is the first part of a two-semester course that covers skills to prepare students for workplace success. Students will explore their interests, aptitudes, and skills plus their individual learning styles in order to find possible career matches. Students will also consider their values and expectations as they learn and practice the skill of goal setting. Students will apply their knowledge of learning styles and memory techniques to enhance their study skills. The course also presents an overview of basic technology skills, including the use of word processing, spreadsheet, presentation, and

database software, that are so vital to success in the workplace. Practice opportunities help students master the use of such software. The course provides open source software programs to the students. Students will explore a variety of career options plus use the steps in the decision-making process to develop their own career plan. To help achieve career goals, students research a variety of post- high school opportunities. Students will create and evaluate job application materials, learn to search for job opportunities, and conduct a successful job interview. Finally, the course presents the role of government in business; global, national, and local economic trends; and how these factors affect working people.

Career and Technology Skills B

Career and Technology B is the second part of a two-semester course that covers problem- solving, decision-making, and communication skills necessary to succeed in the workplace. Students will learn about workplace policies and procedures, growth and promotion opportunities, and the social and technological systems of any business. They will also understand legal and ethical issues related to their personal rights as workers. Students will prepare presentations and communications scenarios for different purposes and audiences, employing a variety of technology skills. The course explains effective leadership skills and provides examples of critical assessment, evaluation, and negotiation. Students will learn the steps of the problem-solving process to identify causes and seek effective resolutions. Students will also learn to plan a project and respond to problems and risks.

Finally, students will learn skills for time management, financial responsibility, and methods to deal with stress.

Computer Literacy A

This one-semester course develops students' overall understanding of computers and enhances technical skills in both basic computer functions and in the use of various types of software. By providing technical instruction and several practice opportunities, this course offers a strong foundation in basic computer literacy. After completing this course, students will be able to recognize computer hardware and use Windows XP and Mac OS operating systems. Students also will learn to use various software applications (word processing, spreadsheet, and presentation software), which are based on OpenOffice.org unless otherwise noted.

Computer Literacy B

This one-semester course builds on basic computer skills to teach students real-world problem solving methods. The course content includes a review unit from the introductory course before covering advanced features of spreadsheets and databases. The course further develops students' understanding of key issues in computing technology, including additional information about the use of spreadsheets and databases as well as an introduction to HTML. It ends with a unit covering careers in technology.

Fundamentals of Web Development

There's more to creating a Website than writing HTML code and uploading files. A good Website must be designed before it's created. This one-semester course introduces students to both Website design and development. The course introduces students to the basic Website design principles, which can be used to both design and evaluate their own sites and to evaluate other sites. Students will learn development languages such HTML and CSS. In addition, students will be introduced to two software programs: GIMP, an image-editing program, and Nvu, a Web development program.
Recommended Prerequisites: Computer Literacy A, Computer Literacy B

SOCIAL SCIENCE ELECTIVES

Introduction to Anthropology

Anthropology aims to use a broad approach to gain an understanding of our past, present, and future to address the problems humans face in biological, social, and cultural life. This course will explore the evolution, similarities, and diversity of humankind through time. The course will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting, online videos lead students through journeys to different areas of the world throughout the course.

Introduction to Psychology

Introduction to Psychology is a one-semester course that challenges students to decide whether psychology is a true science. It discusses research methods used in the field and delves into specific areas of psychology, such as developmental psychology, learning, memory, and psychological disorders, in order to help students answer that question for themselves.

Honors Introduction to Psychology

Honors Introduction to Psychology is a one-semester course that challenges students to decide whether psychology is a true science and then gives them the tools to help answer that question for themselves. It discusses research methods used in the field and delves into specific areas of psychology, such as developmental psychology, learning, memory, and psychological disorders. Through additional research and discussion, students explore the ways in which technology affects various aspects of the field of psychology.

Introduction to Sociology

The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world we live in? In this increasingly connected world, students will examine problems in our society and learn how human relationships can influence the life of the student. This course presents exciting, online video journeys to different areas of the world.

Current Events

Current Events is a one-semester, elective course structured to increase students' understanding of current issues in areas of politics, society, and economics. The course emphasizes student research; the topics chosen are broad in nature to allow for fluctuation in media coverage on common topics. Upon completing this course, students will have a greater understanding of some of the political, social, and economic issues that have dominated the news in recent years. Students will be able to find Web sites and other sources that cover these issues, and students will learn to make educated decisions as to whether the Web sites or sources present biased or unbiased coverage. For each content unit, students will write essays that demonstrate their research efforts. Students will complete a research-based essay at the end of the course.

LIFE SKILL ELECTIVES

Life Skills

Life Skills, a one-semester course, presents high school students with helpful information in the form of entertaining and interactive games, activities, and quizzes in order to assist them in preparation to exit high school. Whether their choice is college, technical school, the military, or a full-time career, this course teaches basic skills needed in every avenue. In addition to providing strategies for taking the ACT and SAT tests, this course provides an informative time line to help students stay on schedule with required tasks for graduating from high school and entering the outside world. Consumer protection, establishing credit, managing money, buying a car, and renting an apartment for the first time are a few of the topics covered throughout this course.

COMMUNICATION ELECTIVES

Fundamentals of English Composition

Fundamentals of English Composition is a one-semester course designed to give beginning writers the tools to write effectively for school and life. Course lessons and activities will engage students in practical and accessible discussions of how to write and why. Throughout the course, emphasis is placed on the principle that effective writing achieves its purpose. Students will identify characteristics of effective writing. Students will identify different purposes for writing and learn strategies to achieve those purposes. The course further addresses the writing process through in-depth instruction on prewriting and revision. Along with this, the course explains writing context and issues of audience and intended audience. Students will learn how to achieve purpose through style, form, and rhetorical mode. In the last part of the course, students will evaluate their own work through the lenses of reader expectations and constructive criticism. Upon completion of this course, students will have demonstrated success at various prewriting activities, outlined their work extensively, and written an analytical essay, a persuasive cover letter, and a personal narrative. Students will also have been exposed to peer review practices as well as guidelines for accepting and offering constructive criticism.

Journalism A

Journalism A is the first of a two-part series that introduces secondary school students to the world of journalism. They will see how their strengths and interests compare with those associated with careers in journalism. In this course, students will gain a basic knowledge of journalism, its early history, and its importance in our culture. Students will be introduced to different types of news stories and learn about the reporting and writing skills involved with each.

Journalism B

Journalism B is the second of a two-part series that introduces secondary school students to the world of journalism. Students will explore the changing role of journalism in today's society. They will gain a basic knowledge of radio, television, newspaper, and Internet journalism. This knowledge will include how each medium is relevant today, how it may adapt to economic changes and audience preferences, and how writing for each medium has its own characteristics.

FINE ART ELECTIVES

Fundamentals of Art

Fundamentals of Art, a one-semester course, introduces high school students to the theory and practice of art. In this course, the elements of art (line, color, shape/form, space, value, and texture) and the principles of art (balance, harmony, unity, emphasis, repetition, rhythm, contrast, and composition) are discussed and demonstrated through the incorporation of famous works of art as well as with the use of interactive graphics and activities.

Fundamentals of Art Appreciation

Fundamentals of Art Appreciation is a one-semester course that explores various aspects of art in an effort to intrigue students and encourage them to develop an understanding of fine art. As students begin to examine the elements and principles of art, they will study important works selected from various types of media, including painting, sculpture, architecture, and photography. Students will explore various types of art media and techniques as they investigate the question of what compels artists to create works of art. This course will provide students with a working knowledge of concepts and an enriched vocabulary so that they can become more critical observers of art.

Fundamentals of Art History

This one-semester course is designed to develop students' understanding and appreciation for the visual arts. This course explores the arts, artists, and their cultures from prehistoric times through the present. Students will begin to explore important works of art, selected from various types of media, including painting, sculpture, architecture, and photography. As the course presents works of different periods, students will receive the historical and geo-graphic context necessary for gaining a deeper appreciation of the pieces. This course will provide students with a working knowledge of concepts and an enriched vocabulary so that they can become more critical observers of art.

Introduction to Drawing

Introduction to Drawing is a one-semester course that allows students to practice application of artistic processes and skills. Students learn the basics of line, contour, shading, texture, perspective, composition, and action drawing. They will create several original works of art and compile portfolios of their artwork.

Introduction to Graphic Design

This one-semester course is designed to develop students' understanding and appreciation for design. By raising students' awareness of design, this course will serve as a strong foundation in the basic principles of graphic design. Students will learn to communicate visually; they will present their own ideas and information graphically by applying graphic design principles in their own work as well as interpret visual representations presented to them. The course will introduce students to problem-solving scenarios that can be solved graphically. Students will apply creativity techniques to create innovative and effective design solutions. Students will also learn about the history of design, how various design movements have contributed to the field of design today, what role design plays in society, and how the field of design relates to other facets of society. Though the course is structured around computer-assisted graphic design, other types of design are discussed as well. Students will learn to use Inkscape, an image-editing program that will be provided for them and will be required to create several design compositions using this program.

Independent Art Credit A
Independent Art Credit A is a one-semester course asks students to assess their artistic ability, set goals for what they'd like to learn from their art lessons, and make a plan for achieving those goals. Designed for students who are actively participating in formal art activities, such as drawing lessons, this course offers a way for students to receive credit for this experience. In addition to logs, students earn credit through self-assessment and reflective essays and a final art project.

Independent Art Credit B
Independent Art Credit B is a one-semester course asks students to assess their artistic ability, set goals for what they'd like to learn from their art lessons, and make a plan for achieving those goals. Designed for students who are actively participating in formal art activities, such as drawing lessons, this course offers a way for students to receive credit for this experience. In addition to logs, students earn credit through self-assessment and reflective essays and a final art project.

MUSIC ELECTIVES

Music Theory A
Music provides a way for students to express themselves artistically, but music also enhances intelligence and creativity. Music Theory A is a semester-long, elective course designed to develop students' visual and aural understanding of the structure of music. In this course, students will study the language and symbols of music. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves. The course also teaches students to understand basic forms in music compositions, including the skill of notation. As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

Music Theory B
This course will expand on skills learned in Music Theory A. Students will explore rhythm, chords, scales, key signatures, time signatures, pitch notations, ear training, and music for- mats in order to create an original piece of musical composition.

Independent Music Credit A
Independent Music Credit A is a one-semester course asks students to assess their musical ability, set goals for what they'd like to learn from their music lessons, and make a plan for achieving those goals. Designed for students who are actively participating in musical performance activities, such as piano lessons, band, orchestra, and/or choir, this course offers a way for students to receive credit for this experience. In addition to logs, students earn credit through self-assessment and reflective essays and a final performance project.

Independent Music Credit B
Independent Music Credit B is a one-semester course asks students to assess their musical ability, set goals for what they'd like to learn from their music lessons, and make a plan for achieving those goals. Designed for students who are actively participating in musical performance activities, such as piano lessons, band, orchestra, and/or choir, this course offers a way for students to receive credit for this experience. In addition to logs, students earn credit through self-assessment and reflective essays and a final performance project.

ALTERNATIVE CREDIT ELECTIVES

Job Skills and Experience A
Job Skills and Experience A is a one-semester course that provides the ultimate authentic learning experience as it encourages students to apply newly learned job skills to their actual jobs in real time. Designed for working students, this course offers a way for students to receive credit for working as long as they are able to demonstrate the application of certain job skills through regular quizzes and reflective essays. Students are encouraged to develop actual career goals as well as learn communication, public speaking, and problem-solving skills as they implement these skills in an authentic work environment.

Job Skills and Experience B
Job Skills and Experience B is the second in a two semester series of courses. The course provides the ultimate authentic learning experience as it encourages students to apply newly learned job skills to their actual jobs in real time. Designed for working students, this course offers a way for students to receive credit for working as long as they are able to demonstrate the application of certain job skills through quizzes and reflective essays. Students learn leadership, project management, time management, and stress management skills as they implement these skills in an authentic work environment.

Service Learning Project I A
The Service Learning Project I A course introduces students to the idea of serving their local communities. Students are asked to identify needs in their communities and then design projects around solutions for those needs. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project I B
The Service Learning Project I B course requires students to either continue their service learning project from the Service Learning Project I A course or design a new project around a solution for a local community need. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project II A

The Service Learning Project II A course introduces students to the idea of serving their local communities. Students are asked to identify needs in their communities and then design projects around solutions for those needs. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project II B

The Service Learning Project II B course requires students to either continue their service learning project from the Service Learning Project II A course or design a new project around a solution for a local community need. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project III A

The Service Learning Project III A course introduces students to the idea of serving their local communities. Students are asked to identify needs in their communities and then design projects around solutions for those needs. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project III B

The Service Learning Project III B course requires students to either continue their service learning project from the Service Learning Project III A course or design a new project around a solution for a local community need. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project IV A

The Service Learning Project IV A course introduces students to the idea of serving their local communities. Students are asked to identify needs in their communities and then design projects around solutions for those needs. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

Service Learning Project IV B

The Service Learning Project IV B course requires students to either continue their service learning project from the Service Learning Project IV A course or design a new project around a solution for a local community need. Students will participate in community service, volunteer work, or another service learning experience of their choice in order to address the needs they identified. They are encouraged to explore possible career paths as well as assess their own strengths and weaknesses in a variety of areas. Finally, students will reflect on their experiences and discover how to apply them to other areas of their lives, including their academics.

To get credit for this course, students must participate in community service, volunteer work, or other service learning activity for a total of 40 hours.

F. Evaluating Curriculum

Florida Charter schools, are public schools and are subject to student performance and school grading as required by the Florida Accountability System. Therefore, per legislation, Pivot will be compared to similar schools located in the State of Florida as well as the Sponsor's schools annually.

Pivot Charter School will identify student populations within district schools, which are comparable to the charter school mission and targeted population. It is anticipated that students participating in district's high schools and/or virtual school programs and those attending Pivot will produce comparable outcomes. Performance indicators may include, but are not limited to, AP exam scores, PSAT/NMQST scores, SAT scores, National Merit designations, grade point averages, graduation rates, scholarship attainment, and college attendance.

Pivot Charter School staff will work with the county's evaluation division to develop both a calendar and acceptable procedures for administering standardized testing within the district's and state's stated guidelines. This alignment will include, but not be limited to, the FCAT, PARCC, EOCs, Florida Writes, PERT, Scantron, and any other required assessments (see section five of this application).

Educational Coordinators are responsible for monitoring and documenting progress of student proficiency in meeting the CCSS/NGSSS. The online curriculum automatically tracks student proficiency and progress on each assignment. Assessment reports of student progress are aligned to the CCSS/NGSSS and reflect which standards students are performing well on, as well as standards which

students need to focus more attention. Standards-based reports can be generated by student, by teacher, by course, or school wide.

Students are graded on weekly assignments, papers, end-of-chapter tests, midterms and final exams for most courses. Reporting and posting of graded assignments and tests is immediate and can be accessed online by students, parents, teachers, counselors and administrators. Students and parents receive written progress and/or grade reports at least twice a semester.

The compilation of all of this data will allow the school staff to develop accurate understandings of both how individual students are performing and how the school is performing as a whole. The Principal at the school site will lead the staff through disaggregation of the data to determine the effectiveness of the curriculum and determine what areas the school needs to focus more intensely through the small group instruction provided by the ECs.

Section 5:
Student Performance, Assessment and Evaluation

A. Educational Goals

Pivot Charter School is committed to providing the highest quality educational program possible to our students. As part of our focus on continuous improvement and to maintain our SACS Accreditation, Pivot will focus on the ten initial goals found below for our new school. We anticipate demonstrating 3-5% growth over each year beginning in year two.

GOAL #1: 100% of enrolled students will engage in their assigned courses weekly as measured by the online curriculum and Educational Coordinators reporting data.

GOAL #2: On a daily basis, 80% of students enrolled in Pivot Charter School will meet grade level content standards as demonstrated by meeting or exceeding the expected percent complete in courses assigned as measured by the online curriculum and Educational Coordinators reporting data.

GOAL #3: On any given school day, 80% of students will be meeting grade level content standards as demonstrated by receiving an average of a "C" or better in their assigned course as measured by the online curriculum's reporting data.

Evaluation Means	Evaluation & Follow Up Process
Online Curriculum data and reports.	On a weekly basis if students are not meeting these targets, the Principal will work with staff to implement intervention programs and develop policies that will ensure student success and completion rates.
Action Steps	**Responsible Parties**
1. All online curricula will be formally aligned to the CCSS/NGSSS. 2. Students will engage in weekly course assessments and attend tutoring groups. 3. Students who are determined to need additional assistance will participate in remediation courses and additional tutoring hours. 4. ECs will run online data reports daily and work with students to ensure success. They will meet with the students once a week to prepare goal sheets and look at progress.	Principal, onsite ECs, online ECs, EA's

GOAL #4: The percentage of Pivot Charter School students who meet or exceed grade level expectations will be greater than the percentage of students at the district who do the same on the PARCC assessments in English Language Arts and Mathematics.

Evaluation Means	Evaluation & Follow Up Process
PARCC Assessment for final determination. Ongoing progress monitoring through Reading Plus, AAI standards-based assessment results and the Scantron Performance Series.	After three years of operation, if the school is achieving 59% or less, the Board of Directors and administration will evaluate methods to improve the program's effectiveness. If, after careful analysis, it is felt that the program is optimally effective, then they will reevaluate attainability of the original goal.
Action Steps	**Responsible Parties**
1. All online curricula will be formally aligned to the CCSS/NGSSS. 2. Students will engage in weekly course assessments. 3. Students who are at an "approaches the standard" (60 - 69%) level in two or more courses will meet with their EC, parent and possibly administration, to create a goal sheet for remediation. 4. The Individual Learning Plan (ILP) will be evaluated as needed and modifications and interventions altered as necessary. 5. Students with a PEP will participate in remediation courses and tutoring. 6. Students will participate in PARCC testing annually.	Principal, onsite ECs, online teachers.

GOAL #5: 20% of eligible Pivot Charter School juniors and seniors students will be participating in at least one online college course, honors course, or AP course each semester.

Evaluation Means	Evaluation & Follow Up Process
Enrollment information indicating the number of student enrolled in honors, AP and college classes.	Pivot Charter School will work in collaboration with colleges and support students with courses in which it is realistic for high school students to succeed. If students are not availing themselves in their honors, AP or online college classes, Pivot Charter School and colleges will confer to evaluate the causes and adjust program offerings accordingly.
Action Steps	**Responsible Parties**
1. The Principal will work with Pivot Charter School ECs, data processor, and online teachers to analyze and promote appropriate courses for Pivot Charter School students. 2. Students attaining an A/B average overall in online courses and also meeting or exceeding the standards for college entrance will be encouraged to enroll in college classes. 3. Students enrolled in honors, AP, and college courses will receive ongoing monitoring of progress by Pivot Charter School counselors and ECs. 4. Academic support will be provided to students attaining a C or lower in advanced classes	Principal, ECs, online teachers, college liaisons.

GOAL #6: Pivot Charter School will have created a high tech multimedia learning studio that will meet

the needs of students and ECs engaged in multiple learning environments from online courses on laptops and thin client computers to small group and individual counseling and tutoring.	
Evaluation Means	Evaluation & Follow Up Process
Pivot Charter School is a replicating model and each school is design to the same standard. Our technology is updated as technology advances.	While appropriate facilities will be utilized when school opens, the Board of Directors and staff seek to create a unique learning environment suited to the school's programs. Pivot will look to create a space that models our schools in Fort Myers, Tampa, and Broward.
Action Steps	Responsible Parties
1. Pivot Charter School Board of Directors will secure facilities capable of renovation. Pivots Director and Board will look carefully at building that fit the criteria for a successful facility. 2. Pivot Charter School will collaborate with constituents on construction and implementation of design.	Pivot Charter School Board of Directors, Executive Director and Deputy Director.
GOAL #7: 100% of Pivot Charter School students will complete a career interest inventory and establish at least three personal goals toward post-secondary plans in their Post-Secondary Educational Plan. At least two annual action steps will be created per goal that supports the student in meeting post-secondary goals. Goals and action steps will be revised annually in the Post-Secondary Education Plan.	
Evaluation Means	Evaluation & Follow Up Process
Each Individualized Education Plan will contain career and/or postsecondary goals based on career inventory results. Principal and Educational Coordinators will review each portfolio annually.	Educational Coordinators and the Principal will review goals annually with students and their parents at student conferences. Plans will be made to ensure student is on track to meet goals. If student interests change, the goals should be updated. If a system is not established for the Post-Secondary Education Plan review, Pivot Charter School should develop effective method of refining student career goals.
Action Steps	Responsible Parties
1. Educational Coordinators will choose and implement online career inventory. 2. Pivot Charter School will establish inventory assessment schedules for each student and administer inventory. 3. Students will meet with Educational Coordinators to review and discuss results. 4. Students will establish post-secondary goals. 5. Students will set at least two actions that need to be taken in the current school year to enable student to accomplish post-secondary goals. 6. Goals will be updated in portfolio at least annually or as students' ideas change due to ongoing career counseling.	Principal, EC's, Parents, and Students

GOAL #8: 80% of Pivot Charter School students will meet or exceed the annual Service Learning requirement.

Evaluation Means	Evaluation & Follow Up Process
Tracking of service learning projects, participants and hours.	If Pivot Charter School is not providing ample opportunities for participation in Service Learning; the program should be revised to reflect higher expectations. If students are not participating in Service Learning, consequences and incentives should be created to promote participation.
Action Steps	**Responsible Parties**
1. The Principal, Data Processor, and ECs will reach out to community-based organizations to develop Service Learning projects throughout the community. 2. Staff will develop, coordinate and promote at least three Service Learning projects a semester. 3. Pivot Charter School will establish criteria and goals of Service Learning at Pivot Charter School. 4. Students will attend a two-hour Service Learning Seminar to discuss program goals, protocol and decorum. 5. Students will sign up for scheduled Service Learning projects or develop and have approved their own project that meets the goals of the program.	ECs, students, community-based organizations.

GOAL #9: At least 85% of parents, ECs and students will report an overall "meets" or "exceeds expectations" satisfaction level of Pivot Charter School programs on the annual school wide surveys.

Evaluation Means	Evaluation & Follow Up Process
Annual school wide satisfaction survey to be conducted and scored by Pivot staff.	If Pivot Charter School is not receiving a "meets" or "exceeds expectations" as an overall approval rating of the school by parents, ECs and students annually, the Board of Directors will engage in a strategic planning workshop to analyze causes and establish actions for improvement. This goal should not be changed or revised.
Action Steps	**Responsible Parties**
● Pivot Charter School to develop separate surveys for ECs, students, and parents that analyze the schools effectiveness. ● Pivot Charter School will conduct surveys by May 15 of each school year ● Survey results to be aggregated and presented to the Board of Directors	Board of Directors, Executive Director, Deputy Director, Principal, ECs, online teachers.

GOAL #10: 90% of Pivot Charter School students who enter as freshmen will receive a high school diploma within four years.	
Evaluation Means	Evaluation & Follow Up Process
Graduation rates	Pivot Charter School will focus on ensuring all students who enter high school receive a diploma. The Principal and Educational Coordinators will monitor student progress to ensure all students are on track. The Board of Directors will engage in a strategic planning workshop to analyze causes and establish actions for improvement.
Action Steps	Responsible Parties
1. Student transcripts will be evaluated and the students' Individualized Education Plan will specifically address graduation for each student. 2. Students will be assessed monthly in all core content courses to ensure acquisition of the CCSS/NGSSS. 3. Students who are not acquiring standards will receive remediation and intervention. 4. The Principal and ECs will monitor student course completion rates as well as timeline for graduation. 5. Students' plans for graduation will be altered based on student course completion rates.	Principal, ECs, online teachers.

B. Student Placement/Promotion

Student Placement

Students who enroll or transfer into Pivot Charter School shall be evaluated on a case by case basis to determine the appropriate grade level to be enrolled into. In the vast majority of cases, students will be accepted into the same grade level they would have been in at their previous school. However, consistent with the sponsor's student progression policies, the school's Principal reserves the right to determine the placement of all new students. In order to make this decision, the Principal will analyze the student's transcripts to determine which credits the student needs and any available assessment data in order to place the student appropriately.

Middle School Promotion and Retention

As described below, course completion in middle school is essential in order to be promoted to high school. As such, middle school students are required to pass each of their core academic courses. If they do not pass a course during a year, it can be remediated in the future year. However, if too many courses are needed to be remediated, it is not possible to schedule the student effectively. As such, if the student fails any two courses during a school year, the student will be retained in that grade the following year in order to repeat the opportunity to demonstrate proficiency with the standards. Any student who fails any course or scores a level 1 or 2 on the FCAT (or the equivalent on the PARCC) assessment will be required to have a review of their Individualized Education Plan to ensure the

components typically contained within a Progress Monitoring Plan [PMP] are included in the plan. The plan will identify specific areas the student is struggling in and provide intervention strategies which will be attempted. These areas of deficits will be addressed in either an intensive reading or mathematics course, or integrated into the content area course as is required by state law.

Consistent with Florida Statutes, promotion to high school requires that the student successfully complete the following academic courses:

- 3 English Language Arts courses
- 3 Mathematics courses
    - We understand schools are required to offer at least one high school level course, however, we will offer more than this based on student need through the personalized approach used at Pivot. For those students participating in a course that requires an EOC, it will be implemented as required by state law (i.e. Algebra 1 passage required, Geometry counting as 30% of final grade, etc.).
- 3 Social Studies courses
    - 1 semester must focus on state/federal government & civics (which must include an EOC, of which will account for 30% of the student's final grade).
- 3 Science courses
    - The school will offer high school level science courses (i.e. Biology), in which case the EOC will account for 30% of the final grade.
- 1 career and education planning course.

High School Promotion

Promotion requirements for high school students will be based upon the credits the student has earned by the end of the previous year. The school will ensure students are aware of the requirement for promotion as are described below:

End of Grade	Promotion Requirements
9th	4 Credits (One must be English, and another must be Math)
10th	9 Credits (Option 1: Must consist of at least two English credits, one math credit and one science credit... Option 2: Must consist of at least one English credit, two math credits, and one science credit)
11th	16 Credits (Option 1: Must consist of at least three English credits, two math credits, and two science credits... Option 2: Must consist of at least two English credits, three math credits, and two science credits).
12th	24 Credits (Must meet all graduation requirements)

C. High Schools: Graduation Requirements

Pivot Charter School will comply with all state requirements regarding graduation requirements. According to the newly revised Florida Statute 1003.4282, the graduation requirements as we understand them are:

- **Successful completion of 24 credits**
  - **4 English Language Arts credits**
    - *4 credits, must be ELA I, II, III, and IV.*
    - *Must pass 10th grade FCAT 2.0 Reading or equivalent*
  - **4 Mathematics credits**
    - *Algebra I (EOC 30% of grade and must pass test)*
    - *Geometry (EOC 30% of grade)*
    - *Algebra II not required, however, 30% of the grade must be EOC when it is released*
    - *(Industry certification courses that lead to college credit may substitute credits)*
  - **3 Science credits**
    - *2 of the credits must have a laboratory component*
    - *Biology I (EOC 30% of grade)*
    - *(Industry certification courses that lead to college credit may substitute credits)*
  - **3 Social Studies credits**
    - *United States History (EOC 30% of grade)*
    - *World History*
    - *½ credit – Economics (must include financial literacy)*
    - *½ credit – United States Government*
  - **1 Fine or Performing Arts credit**
  - **1 Physical Education credit**
    - *Must include integration of health (subject to 1003.328(2)(a)6)*
  - **8 Elective Credits**
    - *Must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses resulting in industry certification.*
  - **At least one credit must be completed online (which can be done in middle school), and cannot be Drivers Education**

In addition to the above requirements for the standard diploma, students will have the option of earning a scholar designation or a merit designation on their diploma; the requirements for each are as follows:

- **Scholar Designation Additional Requirements**
  - **English Language Arts**
    - *Pass 11th grade ELA Common Core Assessment*
  - **Mathematics**
    - *Algebra II – 1 credit (Must pass the Algebra II common core assessment)*
    - *Statistics – 1 credit*
  - **Science**
    - *Must pass the Biology I EOC*

        - *Chemistry or Physics – 1 credit (or equally rigorous course)*
    - **Social Studies**
        - *Pass the US History EOC*
    - **Foreign Language**
        - *2 credits in the same foreign language*
    - **Electives**
        - *1 credit from an advanced placement, IB, AICE or dual enrollment course*
- **Merit Designation Additional Requirements**
    - **Complete one or more industry certification**

In addition to the above requirements, this statute also identifies other requirements for specific students, which Pivot Charter School also expressly acknowledges and agrees to abide by, such as:

- Students who score at a level 1 or 2 on state assessments in reading must either have intensive reading course or content area course that includes remediation of skills the following year
- Students who score at a level 1 or 2 on the EOC for Algebra I, must be in remedial course or content area course that includes remediation of skills the following year
- The school will develop a grade forgiveness policy to allow students to retake courses in order to replace grades of D or F with a higher grade (Students who take a high school course as part of their middle grades years can also replace a C grade).
- In order to be eligible for graduation, students must have cumulative GPA of 2.0 on a 4.0 scale

The school will utilize the district's computer systems for recording course completion and final grades. Pivot Charter School staff will transfer the data from the systems used by Pivot into the district system on a timely basis, and the official transcripts and GPAs will be retrieved from the district's system in order to demonstrated eligibility for promotion and graduation.

The school will also abide by Florida statute and administrative rule with regards to the issuance of a Special Diploma for any student who possesses a qualifying disability and for whom an IEP team has determined that this is the most appropriate course for the individual student.

D. Baseline Data

One of the many benefits of the blended curriculum model is the ability to closely track student progress in courses and towards meeting the CCSS/NGSSS. This ongoing assessment data provides us with numerous data points allowing us to track student progress over the course of the year. However, we also feel it is important to obtain ongoing progress monitoring data using more formalized assessments throughout the year. As such, the school will utilize the Scantron's Performance Series Web-Based Assessment. This assessment provides an adaptive testing environment and will be administered at a minimum of three times during the school year. The initial administration of this assessment will provide valuable baseline data regarding the students' progress at the start of the year, which can be analyzed to guide each student's individualized education plan, as well as the provide evidence of student growth throughout the year. In addition, Performance Series allows EC's to provide students with individualized lessons to support their reading and math needs.

In addition to the assessments we offer, we also believe it is important to look at assessment data from prior years to determine the baseline abilities of our students and ensure appropriate course selection and programming for students. A thorough review of records, especially for incoming students, will be conducted to better understand the student's progress, and to determine if the student has an IEP, LEP, 504 Plan, EP or any other important information that could impact the educational program for that student.

E. Student Performance Assessment

The school will follow all state and federal requirements with regards to student assessment. We wish to acknowledge that we understand the state is currently transitioning to the PARCC system for reading and mathematics assessment, and that there is movement towards offering EOCs for more courses. We understand we are required to meet the requirements of the state assessment program, and that it is possible in some places in this application we may have generically used the term "FCAT" but wish to explain that this was only for ease of writing, and we understand that this will mean PARCC for some subjects, it may mean Florida Alternative Assessments for some students, as well as EOCs for state identified courses.

The statutes and administrative rules have changed frequently over the last several years, and we are aware that continued changes are possible moving forward. Therefore, the following list is subject to change and the school agrees to follow whatever the most current requirements area. This would also include participation in federal assessments such as the National Assessment of Educational Progress [NAEP] should the school be selected to participate.

As a progress monitoring tool the school uses the Scantron Performance Series Assessment. The Scantron assessment is standards based assessment that provides teachers with real time data on their student's attainment of the CCSS. Assessments are available in Reading, Language Arts, Math and Life Science and Inquiry. The reports provide teachers with individual and class performance results which can be used to identify specific students who may be struggle as well as specifics standards individual students may be struggling with. The online web-based assessment is easy to use can be used as often as the teachers feel appropriate. We intend to use the assessment at least three times per year, and more often with struggling students.

The school will administer the PERT assessment to all students in 11th grade who scored a Level 1 or 2 on FCAT Reading or score a Level 2, 3 or 4 on FCAT Mathematics (or the subsequent replacements), and have not otherwise demonstrated college readiness (such as through the SAT or ACT). This assessment is a computer based test to determine whether or not a student is ready for college credit courses in math and English. The PERT has been aligned with the Postsecondary Readiness Competencies that Florida's faculty have identified as necessary for success in entry-level college credit coursework. Students who do not meet the state established cut scores must complete postsecondary preparatory instruction in their senior year. The Higher Level Developmental Education courses in reading, writing and mathematics are the basis for the postsecondary preparatory instruction in high schools – Reading for College Success (course # 1008350), Writing for College Success (course # 1009370) and Mathematics for College Success (course # 1200410). In addition to the .5 elective credit courses, Mathematics for College Readiness (course # 1200700) and English 4: Florida College Prep (course # 1001405) are aligned to the Postsecondary Readiness Competencies and count as a full credit toward graduation requirements in the subject area. The purpose of aligning the high school and college "remediation" is to

reduce the number of high school graduates needing additional preparatory instruction before enrolling in college-level courses. Students will only be allowed to take the PERT twice during their high school career. Students will be encouraged to take the ACT and / or the SAT prior to administration of the PERT in order to demonstrate their college readiness in that way.

The following table represents our anticipated formal assessment schedules.

Approximate Timeline	Assessment	Purpose
August/September	Scantron Performance Series Assessment	Provide baseline data on student and class performances
October/November	Scantron Performance Series Assessment	To verify baseline data, measure growth and establish tutoring/small group needs
February	FCAT 2.0 Writing	To assess the writing skills of students as part of the FSAP
February	PERT	To determine post-secondary readiness
Spring (as determined by state)	Florida Alternative Assessment	To assess the progress of students with special needs unable to participate in the FCAT 2.0 / PARCC
February/March	Scantron Achievement Series	To verify student growth and re-establish tutoring/small group needs
March/April	CELLA	To assess the progress and language abilities of ELL students (See section seven of this application)
April	FCAT 2.0 / PARCC / State Assessments	To determine the students' proficiency with state standards
April - June (as determined by state)	End of Course Exams	To demonstrate student mastery of the standards for each course.
May/June	Scantron Achievement Series	Provide end of year data to compare to the initial baseline data to demonstrate student growth over the year

Just as important as standardized assessments, if not more so, to our overall understanding of student abilities and their progress towards meeting the CCSS/NGSSS will be the data collected through AAI's ROADS platform indicating student progress in courses and towards specific standards. Given that the system is electronic, student progress data is constantly monitored and recorded providing a wealth of data and information for ECs to review and evaluate to ensure student progress. Given the close-knit collegial atmosphere amongst Pivot Staff, frequent conversation occur amongst ECs about how to best support individual students who may be struggling in specific areas, and support is provided based on student need.

Students will receive quarterly report cards documenting their progress towards meeting the standards of each course. Pivot Charter School will use a traditional grading scale of A-F on a 4.0 GPA scale.

Letter Grade	Calculated Score	Description	GPA
A	90-100	Outstanding progress	4
B	80-89	Above average progress	3
C	70-79	Average progress	2
D	60-69	Below average progress	1
F	0-59	Failure	0
I	0	Incomplete	0

F. Evaluating Assessment Data

The collection and organization of the student performance data described within this section is only the first step to effectively using the assessments to guide instruction towards ensuring student mastery of the CCSS/NGSSS.

Given the small nature of the on-site Pivot staff, all of the school's ECs come together along with the Principal to form the instructional team at the school. As a team, the school will regularly review data along with state coordinators to identify patterns and address any potential concerns or trends indicated by the student progress data. They will use the data to identify professional development needs for the school and to identify specific groups of students who may be struggling, and what interventions to put into place to assist those students. In some cases, a specific class, online teacher or EC may be identified, which will allow the Principal to focus on providing additional assistance to that staff member, or to work with AAI regarding the concerns, to assist the students to gain mastery.

Furthermore, the establishment of annual goals will ensure school-wide student assessment and that performance data can be shared with parents, students and other stakeholders. The school's leadership team will work with stakeholders and the instructional team to develop appropriate annual goals based on the baseline data collected at the start of each year. Attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

G. Sharing Assessment Data

Sharing assessment data with students and parents is another area that is greatly benefited by the blended model utilized by Pivot Charter School. Both students and parents have 24/7 access to the system to review grades and progress on individual courses. This not only benefits the curious parents, but research clearly shows that providing students with timely and detailed feedback on their progress can result in significant academic gains. If an assessment has been automatically graded by the computer, the results are posted to the My Grades section of the ROADS system automatically. The student can then view the assessment in the My Grades section. If the assessment must be manually graded, they are posted to My Grades as soon as the teacher records the grade. Teachers are able to track a student's progress through the Learning Management System, as are students and parents.

Several examples of the screens available to parents, students and the EC from the ROADS system were included in section three of this application and highlight some of the data that is available to demonstrate student progress.

In addition to the online access to grades and progress, a major component of the ECs responsibilities is to regularly reach out to the parents of his/her students to ensure the parents are onboard with the progress students are making. Progress reports are created at the mid-grading period, as are report cards at the end of the grading period to send home so that parents who have not logged in are also able to see the grades students are earning in the system.

Section 6:
Exceptional Students

A. ESE Service Model

- ✓ **The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

B. ESE Equal Opportunity

The School will not discriminate on the basis of race, religion, ethnic origin, or exceptionality in any circumstance. Any student wishing to enroll will be required to follow the application procedures and timelines as described in section 13 of this application. A lottery will be conducted to select which students will be accepted to the School unless less applications are received than seats available, in which case all eligible students would be accepted. The lottery process is described in section 13. The process will be conducted in such a way as to ensure that no possibility of discrimination of students who may have disabilities can occur, nor can the discrimination of any other protected class. Through this system of admissions, all students wishing to enroll have a fair and equal chance of doing so. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. In accordance with Federal and State anti-discrimination laws and in accordance with the Florida educational Equity Act, Section 1000.05(2)(a) Pivot Charter School will not discriminate on the basis of ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

C. Ensuring Appropriate Placements

Working with the sponsor effectively will be very important to the success of Pivot Charter School, and this is especially true in the area of Exceptional Student Education. Given that the district serves as the Local Education Agency in regards to ESE matters, we understand the importance of following the districts policies and working closely with the district staff who are assigned to assist our school with compliance issues related to ESE services. It is our intention that as soon as our contract is approved, that we will work closely with district staff to ensure our policies and procedures align with the districts to ensure the procedural safeguards and requirements for ESE students are strictly adhered to. What follows throughout this section of the application is our understanding of the school district's process, but we wish to expressly acknowledge that if something should be misstated here, or if the rules and regulations regarding ESE services change, we will work closely with the district to ensure compliance on these issues.

It is the intention of Pivot Charter School to accept all students who apply and are properly chosen through the lottery system in place if needed. The lottery system as administered through the sponsor or a third party will be setup in such a way that will not allow for the prioritization or de-prioritization of individual students, and will be independent of the student's status as having special needs. We believe that the unique blended educational program being offered at Pivot Charter School will be particularly beneficial for many students for whom a traditional educational setting was not successful. The blended model allows us to differentiate the instruction significantly more than is possible in a traditional classroom allowing students to work at their own appropriate pace. In addition, the individual and small group support from the ECs and EAs will help students to achieve more than might be possible in other settings. That said, we realize there are those very rare and unique circumstances where the significant needs of an individual student may create an undue financial hardship on the school. As is well documented within the IDEA, school districts are allowed to create centers for these students, which enables district's to utilize the economy of scale. Given that our school will be an independently run single school in the county, this would not be possible for us. If a situation were to arise that a student applied to the School who may create an undue financial hardship, we will request that our contract include the option for us to ask the district to convene an IEP meeting and invite a representative of the School to attend as a member of the team. The IEP team can then discuss the individualized needs of that particular student, the strengths and limitations that Pivot Charter School offers as a school, and the team shall then determine the appropriate special education and related services, accommodations, and placement for the student. We acknowledge that the decision of the IEP team will be binding upon both the School and Sponsor, except to the extent it can be appealed using the due process procedures under federal and state law. It is important to note, however, that in addition to the decision of the IEP team, the student must be duly selected by the independent student lottery system as described elsewhere in this application. We believe that by working in collaboration with the district we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services that are offered by the LEA.

Pivot Charter School looks forward to working with the district through the services as described in Florida Statute 1002.33(20) through the provision of a staffing specialist and a school psychologist to support IEP meetings as necessary, and access for school staff to training opportunities sponsored by the district. We anticipate that specific administrative services will be negotiated through the charter contract process. The School plans to work closely with the school district's staff members assigned to our school to ensure compliance with applicable state and federal guidelines regarding ESE services. We acknowledge that the sponsor will serve as the Local Education Agency (LEA), and that we will do everything possible to support the district in that role.

Once a student is enrolled at Pivot Charter School and has been identified as an ESE student and has an Individualized Education Plan (IEP), the specific details of those plans will be followed completely, including the services to be offered, accommodations and modifications which may be outlined therein. Students will be educated in the least restrictive environment possible, in accordance with their individual plan.

If a student is enrolled in Pivot Charter School and the need arises for additional interventions or the possible evaluation for special education services, the student will be offered numerous interventions to attempt to support the student through the MTSS as described in section 4. If even the most intensive and individualized supports and interventions (tier 3) are ineffective, the School will work with the district to recommend the student for evaluation for special education services. Throughout the MTSS

process and as is typical within the blended environment, extensive documentation will be kept on the student's progress, the interventions attempted, and the results of those interventions. This data will be extremely helpful through the ESE evaluation process.

For impairment disabilities such as vision, speech, deaf and hard of hearing, occupational therapy, etc., the School intends to contract with outside agencies to provide certified individuals to administer direct services, assessments and progress monitoring for these students. Progress monitoring of each student's IEP will be case managed by a certified staff member employed by Pivot Charter Schools who holds the appropriate ESE certifications through collaboration with the contracted service provider.

D. Adapting Facilities and Services for ESE Students

The regular school facility will be accessible to the needs of exceptional students to the maximum extent appropriate. Physical access to the educational setting will include a barrier-free environment, as required by law. Our School building will be in compliance with the accessibility standards included in the Americans with Disabilities Act (ADA) that specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students will be able to use all parts of the building, including classrooms, restrooms, and media center and access rooms or spaces on the school grounds.

Supplementary aids and services will be determined by each student's IEP team and provided to each eligible student to enable the child:

- to advance appropriately toward attaining the annual goals stated on the IEP;
- to be involved in and make progress in the general education curriculum;
- to participate in extracurricular and other nonacademic activities; and
- to be educated and participate with other children with disabilities and nondisabled children.

Supplementary aids and services may include, but are not limited to:

- environmental adaptations such as preferential seating, specialized lighting, or acoustical treatments to minimize noise;
- specialized instructional strategies such as graphic organizers, alternate presentation of content or response, or planning guides;
- peer supports such as pairing a student with a disability with a same age classmate who does not have a disability in order to provide reciprocal benefits to students through peer modeling; relationship building; academic support; and expanded opportunities to socialize, communicate, and demonstrate learning competencies;
- curricular adaptations or modifications such as clarification of key concepts or balancing teacher assigned and student-selected tasks and collaborative teaching with both the general education and ESE teachers.

The AAI online platform also includes numerous adaptations which will be especially beneficial for ESE students, such as self-pacing, text to audio, modification of the total number of assignments, and use of an built in dictionary.

E. Evaluating ESE Effectiveness

Pivot Charter School's effectiveness in serving ESE students will be evaluated based on each student's success in meeting the goals on his/her IEP, grade promotion, credit accumulation, graduation, and successful postsecondary transition. It is important to note that ESE and gifted students will be assessed on an ongoing basis along with their nondisabled and non-gifted peers. Each AAI online course is specifically designed to include numerous regular assessments to determine student mastery. If a student does not exhibit mastery, an EC with ESE certification will work closely with the student to provide accommodations to the curriculum and/or pace of delivery within the general learning environment, or may provide additional support through specialized pull-out programs, if identified on the student's IEP (similar to the individualized instruction available to all students, but customized to meet the requirements of the student's IEP). All online teachers will be provided with the appropriate information concerning modifications and accommodations included in the student's IEP. Pivot Charter School will evaluate its effectiveness in serving exceptional education students on a regular basis through the following reviews:

- Quarterly updates and record keeping of each student's IEP goal progress and attainment on the appropriate document insert within the IEP
- Annual IEP meetings with parents/guardians and/or adult students
- Analysis of the number of ESE students who meet graduation requirements for standard diploma and graduate each year
- Annual compliance review meetings conducted by Pivot Charter School
- Annual feedback from students, parents, and staff on the School Climate Survey
- Annual feedback on the Florida Department of Education (FLDOE) survey for parents or guardians of students with disabilities, when applicable

Pivot Charter School will also evaluate its effectiveness in serving exceptional education students by analyzing student achievement data on the following assessments in an effort to address deficiencies and apply instructional strategies to raise student performance:

- End-of-course exams
- Module course grades in the core academic areas.
- PARCC/FCAT and other standardized test data (as described in section 5)
- Baseline and growth performance in reading, writing and mathematics
- Teacher observation and evaluation of individual student progress

These regular status reports and evaluations will indicate whether the measurable goals and objectives for ESE students are being met at the same rate as those for general education students. Where students with disabilities are included in general education classes, it may be necessary to delineate an explanation of the grading criteria and an explanation about the necessary curriculum modification on the IEP.

To support continuous improvement for the School and all students, Pivot Charter School will disaggregate the various data points discussed above for review on a regular basis. This information will be documented and used as a planning tool for improving teaching and learning. The school's instructional team will regularly analyze whole group data, address overall trends, and review the instructional focus. The administration and state coordinators will coordinate to disaggregate data,

determine the direction that needs to be taken with instruction using their curriculum maps as guides, and inform parents as to academic progress. The results of data reviews will also allow teachers to see where instruction has been effective and where gaps exist, leading to adjustments in instructional delivery.

F. Below Grade Level Engagement

The entire academic program at Pivot Charter School is specifically built upon the ideals of differentiated instruction to meet students where they are and bring them up-to and beyond the CCSS/NGSSS. Through the use of our small group and individualized instruction provided by the on-site ECs, the school is able to meet a wide array of student needs and help the students who are below grade level as well as those who are above grade level be appropriately challenged in order to meet the standards. Our academic program has demonstrated that students who enter the school below grade level will receive sufficient support to bring them back to grade level expectations, or at very least make more than a year's worth of growth during each school year.

G. ESE Projections

In order to determine our projections in regard to the student population, we looked at the Florida Department of Education data regarding the ESE prevalence in the county. The chart below summarizes the data.

Orange County ESE Prevalence

Autism Spectrum Disorder	0.9%	Orthopedically Impaired	0.1%
Developmentally Delayed	0.7%	Speech Imaired	0.5%
Deaf or Hard of Hearing	0.2%	Specific Learning Disability	5.4%
Dual Sensory Imapaired	0.0%	Traumatic Brain Injury	0.0%
Emotional/Behavioral Disability	0.4%	Visually Impaired	0.0%
Established Conditions	0.0%		
Hospital Homebound	0.1%		
Intellectual Disabilities	1.0%	**Total Disabled**	**11.4%**
Language Impaired	1.0%		
Other Health Impaired	1.0%	Gifted	6.1%

Using the available data, we are able to make projections regarding the demographics of the students who will be applying at Pivot Charter School. In addition to the available data, we have applied a few general assumptions in developing our projections. First, we assume that our ESE percentages may be slightly higher than that of the general public given the online nature of our program and the appeal of the differentiated and individualized instructional model. However, we also wish to be conservative in our budgeting so as to not expect additional revenue from additional ESE students during our initial planning. We would prefer to underestimate the numbers and then add to the program later, rather than needing to eliminate parts of the program after finding our enrollment is less than expected. Therefore we are assuming that 12% of our students will qualify for ESE services, and that 4% of our

students will be considered Gifted. Given these assumptions, we are assuming the following numbers of students will qualify each year:

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	2	2	4	4	4
7th Grade	2	2	2	4	4
8th Grade	2	2	2	2	4
9th Grade	5	7	7	7	7
10th Grade	5	5	7	7	7
11th Grade	5	5	5	7	7
12th Grade	2	5	5	5	7
Total ESE Enrollment	**23**	**28**	**32**	**36**	**40**

H. ESE Staffing Plan

The staffing of our ESE students is another unique element of the Pivot design. Given the small number of students our on-site ECs are advising, at our other schools we have found that we are able to meet the needs of our ESE students within the our educational model without needing to hire numerous additional staff people. We encourage all of our Educational Coordinators to obtain an ESE teaching certificate, and give preference to those teachers who apply to our school who already have the certification. We find that ESE teachers are already familiar with the educational support role our ECs take on in the classroom and are able to conceptually understand the need for the small group and individualized support the ECs provide students at Pivot Charter School. We incentivize those ECs who receive their ESE endorsement by providing stipends to cover the additional time for documentation and meetings that they must put into service the ESE students. We provide each EC a stipend of an extra $5,000 per year for working with ESE students. In addition to the on-site ECs, Pivot Charter Schools also employs a statewide ESE Coordinator who provides support to the ECs in meeting the needs of ESE students, and who usually takes on the coordination of paperwork and compliance issues for ESE students. As Pivot Charter Schools grows and the number of ESE students we serve increases, we realize we may eventually have the need to hire additional ESE Coordinators and are prepared to do so when necessary.

When reviewing the budget, you will see that the $5,000 stipends are included in 5200-130; however, the ESE coordinator is not included in this school's budget. This is an expense covered by the state network, and is part of the fees the school pays to the state organization.

I. Gifted and Talented Plan

Students who are gifted also fall under the umbrella of Exceptional Student Education in Florida. Any teacher or parent may refer a student for evaluation for gifted services. Parental consent will be obtained and procedural safeguards will be provided and adhered to. After a formal evaluation has been conducted, a multidisciplinary team will meet to determine eligibility. Eligibility criteria are determined by the state.

If a student is deemed eligible for gifted services (the process would begin with the MTSS system, and culminate in an evaluation in alignment with the sponsor's policies), an Education Plan (EP) will be developed by the team. The EP will prescribe the services that will be provided to the student along with a statement regarding why the student is in need of services. Delivery of services may range from a variety of modalities such as inclusion, co teaching, support facilitation, learning labs, and consultation. The EP will also include:

- Present levels of educational performance
- Measurable Goals and Benchmarks or Short Term Objectives
- A description of the specially designed instruction to be provided
- A description of how progress will be measured and how the parent will be informed of the student's progress
- Initiation, duration, frequency, and location of services

Services for students who are gifted will be aligned with Florida's Frameworks for K -12 Gifted Learners, which provides guidelines for supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates. Some of the instructional strategies that will be used at Pivot Charter School include:

- **Curriculum Compacting** – to provide curriculum that is adapted to the learning needs, rates, and interests of students
- **Research and Independent Study**
- **Content Acceleration** - the practice of presenting curriculum content earlier or at a faster pace.

Enrichment can also be provided to students through:

- **Problem-based Learning** – allowing students the opportunity to solve authentic problem situations.
- **Open-ended Tasks -** students guide activities in various directions and receive diverse outcomes.
- **Service Learning/Enrichment Clusters -** combines learning with service to the community.

The School will meet the special needs based on the student's Educational Plan (EP) through one of the following delivery model as applicable:

- **Gifted Program through the content areas (9-12) / Gifted Courses** -The School will offer gifted content area courses and/or State-approved high school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years. Given the small numbers of gifted students in the initial years, we have not included these courses throughout this application, but will add them as necessary based on the needs of the student body as we grow.
- **Consultation Model: Gifted Services** - Some Gifted students who may not take gifted courses (due to scheduling conflicts or other issues) may use the consultation model. Teachers of the gifted meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she

deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses. In addition the teacher of the gifted student will maintain a monitoring log to document meetings with and about the student's progress. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

Section 7:
English Language Learners

A. ELL Plans and Procedures

Pivot Charter School will adhere to all applicable provisions of federal and state laws relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 and the LULAC et. al. v. State Board of Education Consent Decree. In order to accomplish this we will agree to adopt and implement the district's state approved state-approved plan for English Language Learners (ELL). What follows below is our understanding of the requirements related to the plan, however, we wish to expressly state that if we have misstated any of the details within this description, we will align our operations with the district's state approved plan. It is our intention that once this application is approved and our Principal hired, that the Principal will meet with the district's coordinator to ensure our procedures are setup to ensure students receive the services they are entitled to under the plan. We will work closely with the district, utilizing the districts forms and procedures to ensure that the students are serviced in accordance with all applicable federal, state and district rules and regulations.

When a student is accepted to attend Pivot Charter School, one of the required documents the family must complete will be the district's Home Language Survey. This form is available in English, Spanish, Ukrainian, Haitian Creole and Vietnamese. The form will ask the family three questions:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If the family answers yes to any of these questions, the school will assess the student within 20 days to determine if the student qualifies for English for Speakers of Other Languages (ESOL) services. The school will utilize the assessments utilized by the district to assess the students' oral / aural language abilities. We understand that the current assessment is IPT I or II Oral assessment. We will utilize the publisher's cut scores to determine which students fall within the Limited English Proficiency (LEP) range, and thereby making the student eligible for ESOL services. For those students who do not qualify for ESOL services based on the oral language assessment, they will also be administered a reading and writing proficiency assessment within 10 days of their oral language assessment. The current reading and writing proficiency assessment is the Reading and Writing battery of the IPT. Once again, the publishers' cut scores will be used to interpret the results of the assessment, and for those students who score at or below the 32nd percentile will be eligible for ESOL services. If a student does not score within the lowest 32nd percentile, but there is still a concern regarding the student's English proficiency, the school staff or student's parent can refer the student to the ELL committee. The committee shall take into consideration the parent's preferences, the assessment results, the extent and nature of the student's prior experiences, a written recommendation and observation of school staff, the level of mastery on state or national assessments, and the student's previous academic history. The committee shall then determine if the student is an ELL, and the written evaluation shall be included in the student's ESOL File along with the student's ELL Plan.

Once a student is determined to be an ELL student, the school will convene an ELL Committee meeting to establish the student's ELL plan. The school will also send home written notification (in the parent's native language) of the student's placement. The ELL Committee shall be made up of the schools ESOL Coordinator, the administrator (or designee); the student's Educational Coordinator and the student's parent will also be invited to attend. The plan will address the instructional method to be utilized by the school in addressing the needs of the student. According to the Consent Agreement referred to above, the written plan must include: the student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of ELL identification, and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit student as English proficient (see below).

The specific instructional model(s) which we will use will be determined, in large part, by the number of ESOL students who enroll at the school, and the number of students within individual languages. The primary instructional method to be used will be mainstreamed / Basic ESOL instruction. However if the students who enroll at the school require more intensive services, or if enough students enroll who enable it to be economically feasible, the school will also offer sheltered instruction, especially within English Language Arts courses.

- **Mainstream / Basic ESOL** serves all students who have been classified as limited English proficient based on state and district requirements. In elementary schools with insufficient numbers of ELL students, ESOL may be offered in the mainstream classroom with an ESOL certified teacher.
- **Sheltered Instruction** serves students who either speak the same language or different languages in the same grade level. This model is an integral component of the Bilingual Education Model. In the elementary Sheltered Instruction Model the students are grouped together in each grade. The grade level curriculum is instructed in English only at the students' level of second language acquisition. Sheltered Instruction ensures that grade level content area material is made comprehensible to students acquiring a second language. It provides for the simultaneous development of content area skills and English Language Proficiency.

All ELL students will annually be administered the state's Comprehensive English Language Learning Assessment (CELLA) assessment to assess the student's progress towards proficiency in the English language. This assessment will be administered by an ESOL endorsed educator each year according to the state's timeline/testing window.

The criteria for a student to exit the ESOL program are:

- **3rd - 9th Grades:** Proficient in all areas of CELLA and FCAT Reading Level 3 or above (or the equivalent in the PARCC)
- **10th - 12th Grades:** Proficient in all areas of CELLA and the 10th grade FCAT Reading score (or PARCC equivalent) to meet graduation requirements or an equivalent concordant.

Once a student qualifies to exit the program, the ELL Committee shall meet to discuss the individual student and decide if it is appropriate to exit the student from the program based on the relevant assessment and performance data available for the student. Once again, as always, the parent will be invited to the ELL Committee meeting, and be part of the decision making process. The student's parents will be provided copies of the forms either in person or through the mail, in the parent's native language of the decisions of the ELL Committee.

Once a student is exited from the program, the student will be closely monitored for two years following the exit decision. This monitoring will include reviewing the student's academic and assessment data periodically to ensure the student is not falling behind the progress being made by his or her peers. This monitoring shall be done by the school's ESOL coordinator, who will document such reviews in the student's ESOL File as well as on the district's Student Information System. These reviews will take place at each report card and at least semi-annually, and at the end of the second year after exiting. If the student is making satisfactory gains, at the end of the second year, the student will no longer need to be monitored for ESOL services. If, however, a student is not making adequate progress during this monitoring, the student shall be referred to the ELL Committee who shall discuss the student's performance and determine whether or not to reclassify a student as ELL and restart ESOL services, in which case a new ELL plan will be developed, and the parents again notified of the committee's decision.

It is our intention to use the district's computerized student information system to maintain all of the relevant ESOL data as described in the plan above and in the district's state-approved plan. We assume that this system has queries and safeguards put into place to generate reports on students who are missing their home language surveys, or who are due for assessment or reassessment, and monitoring as part of the ESOL plan. However, if these systems, reports and flags are not in place within the district's system, the school will develop systems to track, monitor and alert administration if a particular student is close to the point of putting the school out of compliance so that it can be proactively handled before the deadlines expire.

The school will also establish a Parent Leadership Council (PLC) the makeup of which shall be a majority of parents of ELL students at the school. This PLC will meet at least once a semester, and will provide information to parents regarding the ESOL program at the school, techniques they can use with students outside of school, and opportunities the parents have to get involved in the leadership and operations of the school (see section 13 of this application regarding Parent Involvement). The school will work with the district to see if there are additional opportunities for members of the school's PLC to participate in activities provided by the district for their school's PLC members.

B. ELL Staffing Plan

It is the school's intention to give priority to applicants applying to work at Pivot who hold Florida ESOL endorsement. It is our understanding that most recent college graduates have had the required ESOL courses and already have this endorsement. This will not, however, be a requirement for being hired at the school. If an EC is hired who does not have the ESOL endorsement, they will be strongly encouraged to seek such endorsement within their first year of employment. If the EC has a student on his or her caseload who is ELL, this will be a requirement for their continued employment. The Principal will work with the teacher to seek out and find appropriate opportunities, such as those provided by the district to obtain this endorsement to their certificate. The requirements of the Consent Decree will be followed regarding the requirement of at least 60-inservice points being obtained by the following September 15 if it is a basic core class as described by the Consent Decree, or 18-inservice points for non-core subject areas. At least one EC at each grade level will be required to hold the endorsement, so that services such as assessment and coordination of the ELL plan can be accomplished by that professional.

In addition, the school's administrator shall either hire or designate a staff person as the ESOL coordinator. The final determination as to whether a separate position for ESOL Coordinator will exist

will need to be made once the actual enrollment can be examined to determine the number of ELL students who have applied to the school. It is our hope that this responsibility can be assigned to a current staff member without needing to hire an additional person, however, should the population be large enough that this will not be possible, the Board is prepared to allocate necessary resources to hire an additional staff person to oversee the needs of the ELL students.

In addition, the school understands the requirement to hire a staff person fluent in any language for which at least fifteen students enroll who speak said language as their primary language. Most likely this person will be one of the educational assistants described in the staffing plan, and one of the main responsibilities assigned to this person will working with students who speak that language, providing assistance and interpretation as necessary in conjunction with the students' teachers.

ELL students will receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate CCSS/NGSSS, benchmarks and course descriptions. Instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. The school's administrator will be responsible for ensuring that ELL strategies are being effectively utilized within the school. This will be documented in the lesson plans for all ECs who are working with ELL students, and need to specifically identify the ELL strategies that are being used to provide assistance to ELL students in the class. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. Some of the ELL Strategies that will be used during small group and individual instruction of ELLs include but are not limited to Marzano's High Yield Strategies, and as follows:

- **Identifying Similarities and Differences** - Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning** - Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations** – Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers** - Activate background knowledge, Frontload key vocabulary, Predicting, inference, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice** - Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, Sharing goals and objectives with parents, Praise efforts to use English, Hold high expectations, Honor individual learning styles, Use authentic assessment.
- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and content-specific classrooms throughout the year, as well as, for all district and state assessments.

Furthermore, the Principal will commit to provide instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring:

- The same program goals and objectives for ELL students as non-ELL students exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELL students)
- Classroom goals and objectives are for mastery of CCSS/NGSSS

- ELL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency
- Instructional delivery, not content, is modified to meet the needs of ELL students
- Content area specialists receive appropriate ESOL training, and utilize appropriate ELL strategies when ELL students are enrolled in their classes
- All ELL students participate in statewide assessments – and FCAT/PARCC accommodations are provided in accordance with State and District mandates and guidelines, which may include:
    - English to heritage language dictionary;
    - Flexible setting (parent must be notified prior to testing);
    - Flexible scheduling;
    - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).
    - ESOL Department and Testing Chair attend all required District Professional Development opportunities

C. ELL Below Grade Level Engagement

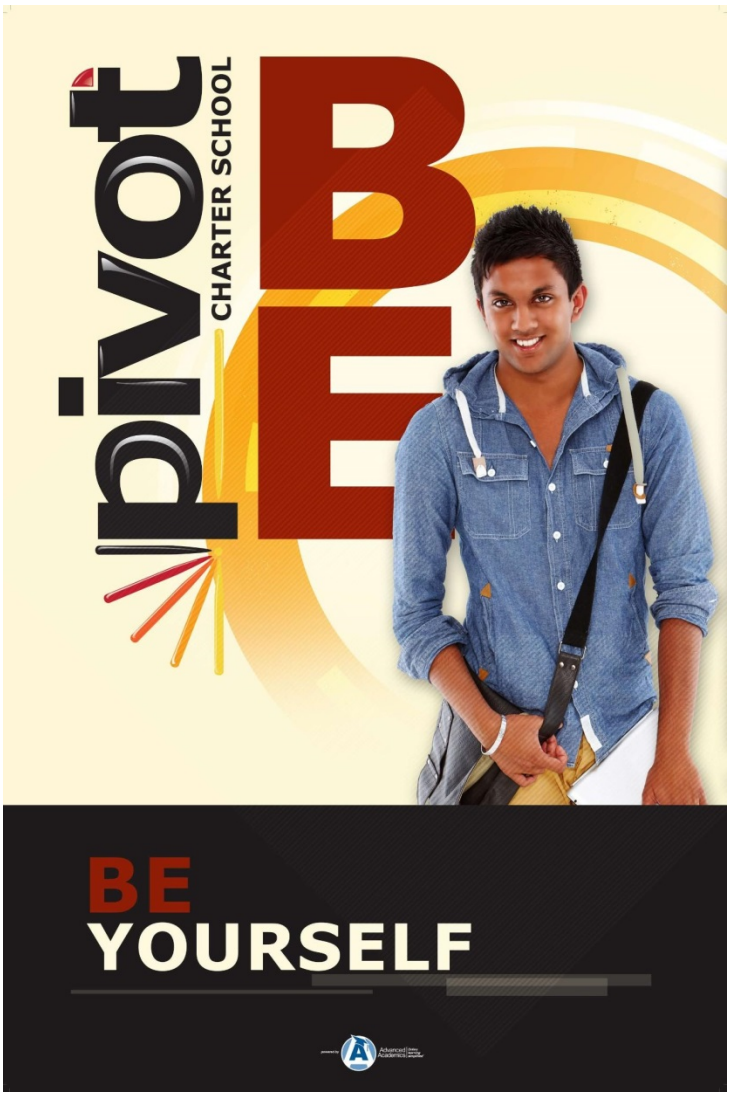
The unique online learning environment utilized by Pivot which guarantees a personalized and complete differentiated instructional program for each student will help to ensure that ELL students who enter the program below grade level be actively engaged and benefit from Pivot's curriculum. As described above AAI's ROADs curriculum is self-paced and also has tools such as a "read aloud" button where the text can be spoken aloud for the students.

In addition to the accommodations provided within the online curriculum, Pivot students benefit from the on-site educational coordinators who can assist them with mastery. As described above, effort will be put into ensuring that all ECs are ESOL endorsed or seek out that endorsement as soon as possible. The ECs will then be able to provide the targeted support and instruction outlined within the student's ELL plan within a small group or individual one-on-one environment as may be necessary for each individual student. The ECs will document the specific support they provide students and in their lesson plans will include the ESOL strategies being implemented for further documentation of compliance. This will be overseen by the Principal.

Section 8:
School Climate and Discipline

A. Student Management Plan

Pivot Charter School faculty and staff promote the value of respect for self and others. Pivot focuses on creating a culture of learning and creating positive relationships. Pivot employees will model behavior and address issues quickly to keep a positive school culture. Pivot has adopted a BE policy in which students are reminded to BE determined, BE enthusiastic, BE amazing, and to BE yourself. These images are replicated throughout the learning environment.



In general, students do not engage in whole group instruction in the same way as they would in the traditional classroom setting. The curriculum is self-paced, differentiated, and individualized which creates an environment where students can form a sense of belonging. The open learning environment creates a student centered approach which allows the Educational Coordinators and Educational Assistants to move freely around the room meeting the needs of all students. This open space also allows Educational Coordinators to monitor behavior with ease. The school is designed with tutoring rooms that allow space for group, one-on-one tutoring and other activities. During these tutoring sessions Educational Coordinators model anticipated behavior. Pivot expects positive relationships to be maintained between the students and follows a code of conduct that is given to and orally verbalized with each student. Students who do not follow school policy are put on a behavior contract. This contract is discussed, documented, and agreed upon with the student, Educational Coordinator, Principal, and Parents. In line with the sponsor's code of conduct, students are expected to behave appropriately at all times. School staff members will not tolerate violence and chronically disruptive behavior.

B. Code of Conduct

The Pivot student handbook will detail student behavior and is alignment with the sponsor's code of conduct but may include amendments that better fit our learning environment. The expectations are detailed so that all stakeholders share the same vision of success. Pivot commits to providing a safe and orderly learning environment for all students and staff. All Pivot students will be required to conduct themselves in an appropriate and acceptable manner at all times when present in classrooms, on campus, and at school-sponsored activities. This responsible, mature citizenship will ensure a positive and productive campus environment.

Students will be expected to:

1. Treat others with consideration, dignity, and respect
2. Respect the authority of adults on campus
3. Come to school prepared to learn

As presented in the student handbook, Pivot will employ a zero-tolerance policy for drugs, weapons or harassment.

Pivot will be a drug free zone and any student, staff member, or other individual found to have drugs in their possession will be dismissed immediately.

Firearms, knives or other objects that may be used, with intent, to harm a Pivot student or employee will be strictly prohibited from campus.

Harassment (sexual, racial, physical or emotional harassment) by any student, teacher, administrator or other Pivot employee, who creates an intimidating, hostile or offensive environment, will not be tolerated.

Noncompliance with these safety rules will result in the immediate removal of a student as well as employment termination for the offending staff member. Additionally, legal charges may be brought against the offender.

An intercom, telephone, or appropriate and accessible means of communication will be installed throughout the school facility and in each classroom. Each teacher will have a tablet with a chat feature that allows two way communication.

Administrators will have two-way communication devices which include but are not limited to walkie talkies, cell phones, and tablets with chat features.

Safety training will be provided to all administrators and employees at the start of each school year. The administration will review emergency procedures with all staff periodically throughout the year.

Student Conduct and Discipline

Due to the unique nature of the online curriculum environment, Pivot Charter School has developed its own code of student conduct but is amenable to adopting that of the sponsor if this is a requirement.

Student behavior should be based on the respect of others. Students who choose to violate the rules and policies set forth by AAI will be subject to disciplinary action. The below list includes, but is not limited to, the areas of misconduct to be considered grounds for disciplinary action:

Offenses and Correction Actions

Class I – Minor Offenses

- Annoying classmates
- Classroom disruption
- Electronic devices
- Encouraging a student to violate the code of conduct
- Excessive mischief/horseplay/safety hazard
- Excessive or loud talking
- Excessive tardiness/excessive early dismissals
- Failure to attend detentions
- Food/drink/gum violations
- Inappropriate language
- Inappropriate public displays of affection
- Not participating
- Tobacco: possession, use or distribution

Possible Corrective Actions for Class I

- Counseling
- Detention
- Disciplinary probation
- ISS (In-School Suspension)
- Loss of privileges
- Restitution
- Response to Intervention referral
- Other at the discretion of the administrator

Class II – Intermediate Offenses

- Inappropriate web sites, data or files
- Misuse of computer password/access
- Abusive language
- Altering records
- Bullying
- Cheating
- Damage to property
- Disrespect for authority
- Driving violation
- Extortion

- Gambling/Possession of gambling devices
- Harassment
- In unauthorized area
- Inappropriate materials
- Indecent exposure
- Insubordination
- Leaving class/school campus without permission
- Persistent or Severe Violation of Class I offenses
- Physical aggression
- Providing false information to school officials
- Skipping class/school
- Stealing/theft
- Tampering with school equipment
- Transmission of material, information, or software in violation of any local, state, or federal law *(such as copyrighted materials, software piracy, etc.).*
- Verbal altercation
- Verbal Assault of another student
- Chronic referrals to the office
- Computer trespass
- Dangerous instruments
- Disciplinary probation violation
- Disorderly conduct
- Disruption of school
- Fireworks – possession or use
- Gang related activity
- Physical assault
- Physical assault of an employee
- Robbery
- Sexual Harassment/sexual battery/sex offenses
- Terroristic threats
- Threat/Intimidation

Possible Corrective Actions for Class II

- Loss of privileges
- Response to Intervention referral
- ISS (In-School Suspension)
- Refer to Law Enforcement - charges filed
- Work with the district to seek expulsion
- Other at the discretion of the administrator

Discipline of Special Education Students

PCS will adhere to the regulations set forth in the Individuals With Disabilities Education Act (20 USC §1400 et. seq.), relevant Florida statutes, and applicable Federal and State case law in disciplining students who qualify for special education services. No student of PCS will be discriminated against because of a disability nor disciplined for behavior that is a result or manifestation of the student's disability.

Pursuant to Florida Statute 1006.07, students are responsible for following the school's dress code and showing respect for self and others. Students are responsible for displaying how appropriate dress and respect for self and others affects an orderly learning environment. Students, while on the campus of Pivot Charter School during the day, are prohibited from wearing clothes that expose underwear or body parts in an indecent or vulgar manner or that disrupt the orderly learning environment. Students who violate this code will, as a first offense, be given a verbal warning and the principal will call the student's parent or guardian. Students who violate this code as a second offense will be ineligible to participate in extracurricular student activities, which are defined as "any school-authorized or educational related activity occurring during or outside the regular instructional school day." Students who violate this code a third time will receive an in-school suspension pursuant to s. 1003.01(5) for a period not to exceed 3 days. In addition, the student will not be able to participate in any extracurricular activities for 30 days, and the principal will call the student's parent or guardian followed by a written letter regarding the in-school suspension and ineligibility to participate in extracurricular activities.

SUSPENSION OF STUDENTS

A. Suspension normally should be applied only after counseling and parent conference and other interventions have failed to effect a change in the student's behavior, unless the offense is grievous enough to warrant immediate action.

B. Due Process: In the event of suspension, a parent conference may be requested. Whether or not such a conference is arranged, written notice stating the cause and duration of the suspension shall be sent to the student's parents or guardian within twenty-four (24) hours, unless the event of suspension occurs on a Friday or other day preceding a holiday wherein notice shall be mailed immediately the following work day. Oral or written notice of the charges must be provided to the student. If s/he denies the charges, an explanation of the evidence against him/her and an opportunity to present his/her side of the story must be provided by the Principal or designee. The length of the suspension shall be in direct proportion to the severity of the infraction.

1. A Principal is authorized to suspend a student for not more than ten (10) days per incident for a single infraction as identified in the Code of Student Conduct.
2. Carrying a firearm or deadly weapon on the school grounds shall result in immediate suspension and the suspension shall require the Principal contact the district to discuss the possibility of expulsion for the student.
3. A committee shall be convened to determine the educational programs of any student who is formally charged with a felony by the State Attorney's Office.
4. Any student convicted by a court of competent jurisdiction of the sale, possession, use or transfer of any drug with abuse potential, narcotic, hallucinogen or similar items shall be

immediately suspended by the principal and the Principal shall be required to contact the district regarding the possible expulsion of the student.

5. No student who is required by law to attend school shall be suspended from school for unexcused absence or truancy.
6. These procedures shall work in concert with the due process procedures delineated in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

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Organization Plan

Section 9: Governance

A. Not-Profit Organization

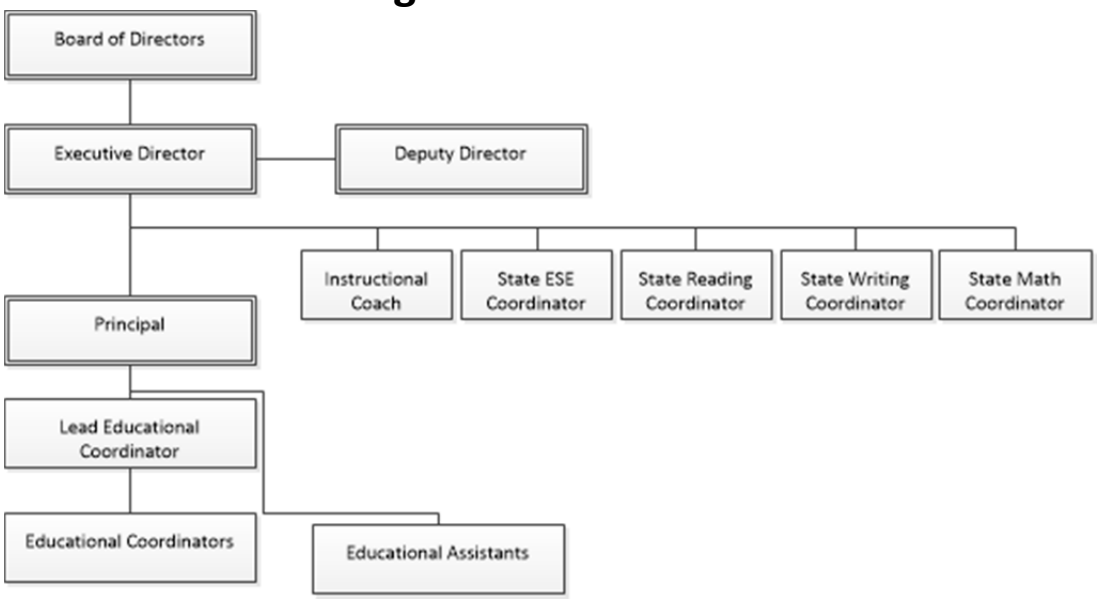
Pivot Charter School will be governed by Pivot Education, Inc., a not-for-profit organization organized under the laws of the State of Florida. The Pivot Education, Inc. Board of Directors will serve as the Governing Board of Pivot Charter School.

Pivot Education, Inc. was incorporated in September, 2009 for the purpose of operating innovative, blended model charter schools throughout the state of Florida. The corporation is operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. We have submitted an application for 501(c)(3) status from the IRS, and are currently waiting on a ruling to our application. While the board retains the right to delegate the management of the corporation's activities to any person(s), company or committees it feels appropriate, the oversight and ultimate accountability shall always be the responsibility of the Board of Directors.

B. Organizational Chart

As required by Florida statute, Pivot Education, Inc. is a not-for-profit organization and is governed by an elected Board of Directors. The Board of Directors ultimately retains authority over the responsibility for all matters associated with the school. We strive to ensure members of the Board of Directors hold a wide selection of skills and expertise ranging from education, finance, law, public relations and leadership. As is indicated by the organizational chart in the diagram, Pivot Education, Inc. is managed and led by our Executive Director. Pivot Education, Inc. currently operates two Florida based schools, one in Hillsborough County and another in Lee County. In August, 2013 we will open another school in Broward County.

Organizational Chart



The Deputy Director is below the Executive Director and is responsible for school development. Pivot has statewide coordinators who train in their area. These position include Instructional, ESE, Reading, Writing, and Math/Science State Coordinators. These coordinators train all teachers in their field, monitor their progress, meet with them weekly, and visit all the schools on a regular basis. These coordinators are specialist in their fields and provide all schools with consistency. The building level Principal of Pivot Charter School retains authority over school based operations. The administrative team includes the Principal, Lead Educational Coordinator 3 and a Lead Educational Coordinator 2 whose jobs are to ensure a safe and productive learning environment. The Educational Coordinator (EC) roles are uniquely defined to suit our school's configuration. The Lead EC 3 acts as the Assistant Principal and takes on the role of the Principal when the Principal is out of the building. The Lead EC 2 functions similarly to a department head of a traditional school by supporting all teachers in the program, which may involve reviewing student progress with an individual teacher, recommending instructional supplements, or directing an individual teacher toward well-suited professional development opportunities. The ECs are Florida certified teachers who work directly with students in addition to supporting other teachers. Each EC is assigned a caseload of students and monitors those students' online class participation and performance. The online teachers are able to assist the students in the virtual environment while the onsite EC's discuss issues and assist them in the school environment. The EC not only monitors student progress, but represents small learning group instruction and runs individualized tutoring sessions as needed. The function of the EC is to ensure that each students needs are addressed and that they are successful academically and have a sense of belonging. The EC also communicates with the parents and Principal on a weekly basis to discuss student success, needs, and future goals.

As student enrollment increases new administrative and/or instructional roles will be added as appropriate and needed. The Executive Director and Deputy Director have hiring and evaluation responsibilities for administrative team members. While the Principal is authorized to hire and evaluate instructional staff, the Board of Directors reviews and approves hiring of all school personnel. As such, the chain of command is that staff at the school report directly to the Principal. The Principal reports to the Executive Director, who reports to the Board of Directors. Pivot Charter School has written policies

and procedures for addressing all areas of operational functions; a copy of the current manual is included as Appendix _ as a reference.

C. Governing Board

The Board of Directors holds the ultimate oversight and responsibility of Pivot Charter School, including all operational and fiscal affairs. The following list is a majority, but not necessarily an inclusive list, of the Board's responsibilities:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of any contracts or Memorandums of Understanding (MOU) with the State or District;
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal);
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the charter to be submitted to the State and District as necessary in accordance with applicable law;
- Long-term strategic planning for Pivot Education, Inc.;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Hiring, supervising and evaluating the Executive Director;
- Monitoring the performance of Pivot Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring the fiscal solvency of Pivot Charter School;
- Monitoring the performance of and contracted service providers;
- Participation in Pivot Charter School's independent fiscal audit;
- Fundraising efforts; and
- Any other governance issues pertaining to the contract, law or circumstance.

The Board of Directors shall meet at least eight times per year, and at least two of the meetings shall be held in each county in which it has a school, in compliance with Florida Statute §1002.33(7)(d)(2). The board shall follow the Bylaws of the organization (included as Appendix _), and the policies and procedures (included as Appendix _), as amended from time to time as necessary. The Board of Directors agrees it will comply with all Government in the Sunshine rules and regulations, conflict of interest laws, and any other state or federal law which applies to the operation of a not-for-profit corporation and public charter school.

Each year the Board of Directors will establish a meeting schedule and make this available to all parents. All meetings will be adequately posted on our website and on community bulletin boards at each individual school site. Meetings will be available either through a phone conference call in line or another online platform, so that if the meeting is being held in another county at another one of the Pivot Education, Inc. schools, parents from the school in this county would still be able to easily participate without the need to travel. Minutes from each meeting will be kept, and approved by the Board. These minutes will be available to any individual upon request.

At each meeting of the Board of Directors the Board shall be presented a detailed analysis of the progress of the organization and of each individual school. These reports will include complete financial reports, academic progress, Principal reports and a report from the Executive Director. These reports will allow the Board to stay up-to-date and informed about the progress and alignment of programs with the organization's goals. The Board may from time to time request specific information is included in these reports. The Board will also annually set a budget in conjunction with the third-party provider who provides back-office support services to the Board for fiscal management (see section 18).

Pivot Charter School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

D. Policies and Procedures

Pivot Education, Inc. has a strong set of policies and corporate documents which lead the operation of the organization. The volunteer Board regularly review these documents to ensure the operational guidelines remain appropriate and adjust as necessary to ensure compliance with ever-changing laws and the realities of operating a charter school. The entire current Policy Manual is also included as Appendix _ to this application. Below is a summary of the highlights as they relate to the information requested within the Model Charter Application.

Board Powers and Duties - General Board powers are defined starting in section 2.2 of our policy manual, which state:

> *All affairs of the Organization shall be overseen by the Board of Directors. The Board of Directors primary duties include but are not limited to the hiring and evaluation of the Executive Director, setting of Policies and Procedures, strategic planning and assessment of the organization in accomplishing the missions of the organization as well as the oversight of the public trust.*

Board Member Selection - Section 2.3 and 2.4 of our corporate by laws layout the general process for the selection of new board members:

> ***Section 2.3*** *Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.*
>
> ***Section 2.4*** *Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees.*
>
> ***Section 2.6*** *Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors. A Director who is an officer that has been removed as set forth in Section 4.7. is automatically removed as a committee member.*

Code of Ethics - Employees are held to the Florida Code of Ethics as described by Rule 6B-1.001, and this is clearly described within our Policy 3.8.2.1 (please see appendix due to length).

Conflict of Interest - Our policy 2.7 provides detailed information regarding Board Member conflict of interest (please see appendix due to length). The policy complies with current Florida Statute and federal recommendations for schools that are eligible for the Charter School Planning Grant. The purpose of the policy is stated as:

> *The purpose of the conflict of interest policy is to protect the interest of the organization when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations generally and public charter schools specifically.*

To comply with legal requirements Board members are expected to clearly identify potential conflicts of interests, including contractual, employment, and personal or familial financial interests, Board members are required to file a Statement of Financial Interest annually with the Commission on Ethics, even if they hold no financial interests requiring disclosure. Each Board member files their Statement of Financial Interest form annually with the Clerk of the Court. The Board Recording Secretary will maintain a copy of the forms filed with the Clerk for reference, should a voting issue arise.

Members of the Board may not participate in any matter that comes before the Board that has the potential to create a private gain or loss for the member, the member's organization, or a relative or business associate without disclosing the nature of their interest in the matter. Whenever any of the areas described in the "Statement of Financial Interest" form are discussed by the Board, the involved Board member recuses him- or herself from participating in the discussion or voting on the issue.

Board members will be informed of the State of Florida's conflict of interest policies when appointed to the Board and provided with the form "Board Disclosure Information to Determine Possible Areas of Ethical Conflict" to complete. Upon appointment to the Board of Directors, each new member will receive a personal orientation session with the President or Executive Director and a comprehensive manual covering their roles, responsibilities, and ethical obligations.

Frequency of Meetings - Policy 2.5 specifically deals with meetings of the Board of Directors, as do ByLaws sections 2.8 through 2.11 (all included within the appendix). Regularly the documents spell out that meetings must occur at least quarterly, however, in order to meet the requirements of §1002.33(7)(d)(2), the Board will meet more often. Members of the Board of Directors receive notices and general agendas 14 days prior to regular meetings, and at least 40% of the Board members must be present in order to be considered a quorum. Special rules exist for both a special meeting if it becomes necessary, and an annual meeting.

Officers - According to our Bylaws sections 3.5 through 3.10, and our Policy Manual policy 2.4.4, the Board shall annually elect from among its membership at least the following four officer positions:

- **President.** The President shall preside at all meetings of the Board. He or she shall act as a duly authorized representative of the Board and the corporation in all matters in which the Board has not formally designated some other person to act. He or she shall report as directed to the Board at each meeting. He or she may sign, with the Secretary or any other proper officer of the corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by the bylaws to some other officer or

agent of the corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

- **Vice-President.** The Vice-President shall act in the place and stead of the President in the event of his or her absence as well as complete other duties as required by the Board.
- **Secretary.** The Secretary shall keep or cause to be kept all of the records of the corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the corporation where necessary or required, authenticate records of the corporation and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.
- **Treasurer.** The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is made available to the Board. The Treasurer will also perform other duties as prescribed by the Board.

Also clearly stated throughout the corporate documents is the concept that Pivot Charter School is governed by a Board of Directors, not individual members of that Board. While understanding their separate roles, the Board of Directors and the Executive Director along with the Principal work together as a governance team in operating the Pivot Charter School. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. No individual Board Member shall have authority to act outside of the approval of the Board of Directors.

E. Transitioning to Governing Board

Given that Pivot Education, Inc. incorporated in 2009, it has a solid history of operating successfully as a Charter School governing Board, and the transition from a founding to a governing board will not be a concern. As testament to the successes the Board has enjoyed, we encourage you to review the annual audits of our Hillsborough and Fort Myers schools which are available on the Auditor General's website (http://www.myflorida.com/audgen/pages/chschools_efile%20i-r.htm) and show no concerns regarding the operation of the organization nor the financial operations of the schools.

F. Board Member Development

The Pivot Education, Inc. Board of Directors is currently planning a broad recruitment effort in Florida for appropriate and experienced Board members. The Board of Directors of Pivot Education Inc. is comprised of volunteer persons committed to the mission and philosophy held by Pivot Education, Inc. In order to allow for local representation and access, the Board composition will include a minimum of one person from each county in which Pivot Education Inc. has been awarded a charter. The Board will nominate and approve a local representative from a sponsoring county within 60 days of approval of the charter by the District. The process that we are using to recruit additional board members is:

Governing Board Recruitment and Development - Steps in Recruitment.

1. Identify strengths of the interested Board member and highlight potential "gaps" in expertise needed to serve the school.
2. Develop criteria for new members by listing characteristics needed in new Board members.

3. Brainstorm names of potential candidates. All Board members should contribute at least one name. Seek input and suggestions from PCS parents and staff as well.
4. Compare candidate strengths with criteria for additional members.
5. Determine whether candidates suggested meet the qualifications for open positions.
6. Conduct interviews.

Recruiting Potential Nominees

1. Reinforce the importance of serving on the Board.
2. Provide a brief explanation of the responsibilities and mission.
3. Stress the number of meetings Board members are expected to attend.
4. Note the importance of participating in Board meetings.
5. Determine each candidate's ability and desire to fulfill the responsibilities.
6. Confirm each nomination. Complete Consent to be Nominated Form.
7. Complete Nominee Information Form.

When a new member joins the Board of Directors, they undergo an orientation with the Executive Director to review the important corporate documents and ensure they understand the roles and responsibilities of serving on the Board. In addition, each board member is expected to complete the state-approved and required four-hour Board Member training. Board members who have been on the board for three years are also required to take the state-approved and required two-hour refresher training. From time to time, as is necessary, the Board of Directors also plans retreats and other development opportunities for itself to stay focused on the mission of Pivot Education, Inc.

Board members will be encouraged to also attend specific charter and public school workshops and conferences such as the Florida Charter School Conference, the National Charter Schools Conference and those conducted by the Florida School Boards Association to gain a better understanding of charter school operations and public school accountability.

G. Board Members

Current members of the Board of Directors include:

Chris Card holds a Bachelor's Degree in Economics from Oakland University. He received his Masters in Social Work from Wayne State University and his Doctorate of Social Work at the University of South Florida. Chris is a Leadership Florida graduate. Chris has extensive experience in many arenas of social services including five years as a Child Welfare Case Manager and Supervisor in Houston, Texas, five years managing an inpatient treatment center for children and adolescents, five years as a statewide advocate and association director for the Florida Network of Youth and Family Services, nearly a decade as a Community Based Care Lead Agency Executive Director, and six years as the South Regional Vice President for Providence Service Corporation. Chris was a founder of Florida's child welfare reform called, Community Based Care and has been appointed by Governors Lawton Chiles and Jeb Bush to a variety of positions of state leadership for children and families. Chris was the primary Architect and Advocate for the system of care that has reformed Florida's child welfare system. Chris was the first executive of the pilot project in Sarasota County, Florida, that has been duplicated throughout the entire state of Florida. This reform included systemic redesign, data system development and implementation,

transition from a state service delivery system to a community service delivery system, and significant policy and procedure reform. This reform has resulted in dramatic improvement in performance for all child welfare services including tripling the number of adoptions each year, a 40% reduction in the children in out of home care placements, over 25% reduction in caseloads, along with many other accomplishments. Currently, Chris serves as the Chief Operating Officer for Lutheran Services Florida overseeing over $130 million in revenue and responsible for a wide range of social service programs throughout Florida. Chris has served as a gubernatorial appointee to the board of the Healthy Kids Corporation (the Florida CHIP program), and currently serves as a member of the Board of Directors of the Florida Children's Forum, Intervention Services Inc., Pivot Charter School (Florida), and Everyday Blessings Inc. Chris lives in Tampa, Florida with his wife and has two adult sons.

Carolyn Eads enjoys her career of 16 years as President of GCE Services, Inc. Carolyn and her husband Gary, decided to become entrepreneurs back in 1995, with Carolyn running the company on her own, for one year before Gary came on board. Carolyn started her career working as a Business Manager for dental and medical offices until 1995 when they started GCE Services, Inc. GCE Services, Inc. provides erosion control, seeding and sodding installation for commercial jobs as well as harvesting sod. Carolyn's main focus is the financial concerns of GCE, but is also very involved in the day to day operations. GCE has one of the highest credit scores obtainable and is very proud of long term employee retention. Carolyn takes great pride in maintaining a reputation of honesty and integrity with both her customers, employees and vendors. On a personal level, Gary and Carolyn have been married for 29 years and have one high-school aged old son. Carolyn was born and lived in Wichita Falls, Texas until her family moved to Louisiana 1979. Carolyn and Gary have lived in the SW Florida Area for 26 years and love this area. Carolyn enjoys the beach, her dogs, reading and traveling.

Mike Puleski was born in Connecticut where he lived until age 11. At age 11, Mike moved with his family to Florida where continues to reside in Fort Myers. Mike has always had a passion for education and has passed it on to his daughters. Both of his daughters have done well educationally. One of his daughters is also a teacher at the college level. Mike has been married to his wife Michele for seven years. Michele grew up in Bronx, New York and transplanted to Florida. In as much, Michele equally shares Mike's passion for education and awareness. In his spare time, Mike loves to build, play and collect guitars as well as kayaking. Both Mike and Michele work in the Fort Myers community and participate locally in the community. Michele operates a Decorative Painting Company.

Mike works as a Project Manager for a local remodeling company and owns and operates a Home Inspection business. Mike sees Pivot as a vehicle to recapture and bring forth the potential in a student that may have been lost in the tradition setting.

Peter Balitsaris brings a wealth of knowledge and experience to the Pivot board, as an Advocate, Attorney, and Businessman. He has spent the last part of his career working to improve the lives of children in Palm Beach County. Prior to his retirement this year, he was the President of ChildNet, the not-for-profit agency that provides child welfare services to children in Palm Beach County under contract with the Florida Department of Children and Families. He also acted as a longtime volunteer Guardian Ad Litem while working on ChildNet's application to provide child welfare services, which was helped by his business and real estate background. From 1997-2001, Mr. Balitsaris served as Senior Vice President with Liberty Property Trust (the successor of Rouse and Associates), and prior to this he was the President of Legg Mason Real Estate

Services, Vice President of DKM Properties, and a former partner at Rouse and Associates. Trained as an attorney, Mr. Balitsaris acted as the Associate Legislative Council for the National Association of Homebuilders and was an attorney advisor for the US Department of Housing and Urban Development. He earned a Master's Degree in City Planning from the University of Pennsylvania, a Juris Doctor from Georgetown University, and a Bachelor's Degree from Duke University.

H. Dispute Resolution

Each school will have an individual designated as a parent liaison to the Board as is required by Florida statute. This person will be available to parents to listen to concerns and present them to the Board of Directors. The individual representative is listed on the website and is distributed to each parent each year.

All internal disputes involving Pivot Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. We expect that all complaints about Pivot Charter School received by the District will immediately be forwarded to Pivot Charter School to be properly addressed.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school with a procedure to follow to have the grievance heard by the Principal or his or her designee and, if it cannot be resolved at this level, the complaint is then handled by the Executive Director and if not resolved it will be heard by the Governing Board at a regularly scheduled Board meeting.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. Pivot Charter School intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. The school is committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is expected that all parties will conduct themselves in a congenial manner and communicate with each other with mutual respect at all times A complaint may include any feeling of dissatisfaction or injustice in connection with any matter related to the educational program, Pivot Charter School, or staffing. The following steps should be taken to resolve a dispute:

- Any complaint should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Principal to attempt further resolution.
- The complaint shall be made in writing by the complainant and submitted to the Principal. The complainant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, and a meeting with the complainant(s), the Principal shall prepare a written response to the complainant no later than ten (10) working days from the date of receipt of the written complaint statement, unless for good cause, and upon notice given, additional time is required for the response.
- If the matter cannot be resolved at the Principal level, the principal will notify the Executive Director for a level two meeting with all information properly forwarded. The Executive Director will then review all information and make recommendations to all parties involved. If the matter cannot be resolved at the second level, the complainant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting.

- The Governing Board and the Executive Director will notify the principal of the date and time for the hearing of any evidence to be presented concerning the complaint. At the hearing, the complainant and a representative of Pivot Charter School shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and Principal shall make a decision on the complaint in writing. This decision will serve as the final decision of Pivot Charter School. An administrative panel of less than a quorum of board members appointed by the Board may be used for a hearing purposes in lieu of a full Board, however if more than one Board member is present, the meeting will still be posted as a public meeting as is required by Florida's sunshine requirements.

If a parent or staff person disagrees with the established rules on conduct, policies, procedures, or practice, he/she can express this concern directly to the Principal. No parent or staff person will be penalized, formally or informally, for voicing a complaint with Pivot Charter School in a reasonable, business-like manner, or for using this dispute resolution process. The Principal is an official representative between parents and staff and the Governing Board. Any administrator is accessible and ready to hear suggestions, concerns, and complaints. Pivot Charter School cannot act on any problem unless it is aware of it, so we request that complaints be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on the behalf of Pivot Charter School, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of Pivot Charter School and will directly benefit the students. Pivot Charter School will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism.

I. Name of the partner organization.

Advanced Academics, Inc.

J. Contact Person

John Wehde
Director, Advanced Academics, Inc.
(405) 512-6460
jwehde@advancedacademics.com

K. Partnership Relationship

Advanced Academics, Inc. is the primary curriculum provider to Pivot Charter Schools. They also provide some consulting services such as project management and assist with facilities acquisition and build out. In addition, for each Pivot Charter School they have offered a below-market rate loan to cover start-up

costs of the new school. The Board of Directors of Pivot Education, Inc., along with our own independent legal counsel, negotiates all agreements and contracts with Advanced Academics, Inc.

L. Partner Organization Governance ***Involvement***

Advanced Academics, Inc. is not involved in the governance of the school.

Section 10: Management

A. Management Structure

Operating efficiently is a key element to the success of Pivot Charter School of meeting our mission to graduate middle and high school students in a unique, technology rich learning environment. We believe that the structure we have developed provides for a high degree of local control and responsiveness to students and families, while maintaining a well-run "corporate structure" with cost effective and appropriate internal controls.

Pivot Charter School will be led by a local Principal. The Principal will be in charge of the day to day operations of the school, its staff and students and is the instructional leader of the school. The Principal is in charge of the direct supervision and evaluation of all of the staff members at the school, and ensuring that the policies and procedures set by the Board are carried out. A full list of the Principal's responsibilities is included in the Principal's job description which is included in Appendix _.

The Principal will be hired and supervised by the Executive Director of Pivot Education, Inc., and the appointment will be confirmed by the Board of Directors. The Executive Director oversees all of the schools in the Pivot Education, Inc. family and carries out the policies and directives of the Board of Directors. The Executive Director is responsible for the overall performance of the schools and their operations. This is done by supporting, working with, supervising and guiding the Principal in his or her role. The Executive Director is also responsible for ensuring financial expenditures are in compliance with the approved budget, ensuring the Board of Directors has the information they need to make informed decisions, overseeing all contracts and third party services utilized by Pivot Education, Inc., etc. The Executive Director's job description is also included in Appendix _.

School based staff members report directly to the school's Principal and work with the Principal to ensure the continued success of Pivot Education. A job description for all employees is in Appendix _ to this application for reference. We are proud that our staff has a voice in the overall operations of our schools. It is the Principal's responsibility to ensure an effective balance between site-based decision making and efficient school operations. Our goal is that by allowing staff to have a say in the operation, we can ensure continued buy in and success to the school's mission.

B. School Leader Selection

Selecting an effective Principal is one of the most important decisions to ensuring the success of Pivot Charter School, and this ultimately the responsibility of the Executive Director, who will seek out input from other staff members and board members of the school. The Executive Director will post and review applications for the Principal position, however, the process involves many other people to help to ensure the best quality applicant is found. Once applications are received and screened, an interview committee is formed to interview the candidates, and the team provides feedback to the Executive Director in hopes of finding the candidate who the most team members feel will be the best fit for the

school's mission and vision. This committee could potentially be made up of Board members, administrators from other schools, and instructional staff members from the Pivot Education, Inc. team. While the job description (see Appendix _) lays out the specific duties and requirements for the job, the key traits that the team will be looking for in a Principal will be:

- The ability to communicate effectively
- The ability to collaborate and work and lead a team
- A strong foundation in assessment and evaluation for both staff and students
- A thorough understanding, and preferably experience in, a blended learning environment
- Excellent organization skills
- Excellent planning skills
- An understanding of Florida statutes and political atmosphere
- Strong problem solving abilities
- The ability to think in innovative ways
- The ability to manage, use, and teach using technology
- A strong foundation in school organization and management
- Strong financial management and leadership abilities
- A strong sense of professional responsibility
- A proven leader with human resources / managerial experience

C. Staffing Plan

The unique blended education model at Pivot Charter School provides the school with a great deal of flexibility in regards to the school staffing model that we employ. Given the blend of on-site educational coordinators and the online teachers available to students through the curriculum provider, we are able to minimize the staffing costs at the school site while maximizing student achievement thanks to the slightly increased costs in the curricular materials, which incorporates additional certified teachers.

In addition to the online teachers, the partnership with AAI has additional staffing benefits to Pivot Charter School as well. For example, AAI has a team of experts who are able to serve as guidance counselors, assisting the onsite ECs and students make appropriate course choices based on the student's individualized learning plan and career goals. This partnership eliminates the need for an onsite guidance counselor during the initial years. As part of our model we will provide an onsite Guidance Counselor part time starting in the second year and full time thereafter, based on our current enrollment projections.

An additional benefit in the area of staffing is our ability to capitalize on the network effect of having multiple schools operating in the state of Florida. As described in section six of this application, we have a statewide ESE coordinator who is able to work with all of our schools to provide support and case management for our ESE students, helping to offset the costs to the individual school, and allowing us to reduce the number of ESE Teachers on the school's budget, by allowing this additional support person to be provided from Pivot Education, Inc. This allows us to provide stipends to our on-site ECs to provide the direct support to students through the differentiated and blended model, but also allows an additional person from the state network who is able to assist with ensuring compliance with district, state and federal regulations, making the school as cost effective as possible.

One other way we are able to maximize efficiency in regards to staffing is by leveraging the power and use of third party providers. For example, through the use of a back office financial provider, we are able to ensure we have both a separation of duties with regards to financial tasks, as well as ensure highly accurate financial reports, records and budgeting forecasts by financial experts, without paying for additional staff members. Again thanks to the networked effect of using these third party providers, we are able to minimize the costs associated with them at the individual school level.

Based on the savings above, and the educational model employed by Pivot Education, below is the staffing model based on the current enrollment projections:

	Year 1	Year 2	Year 3	Year 4	Year 5
Educational Coordinator	6	7	7	9	9
Principal	1	1	1	1	1
Guidance Counselor		0.5	1	1	1
Lead EC 3			1	1	1
Secretary/Registrar	1	1	1	1	1
Office Assistant	0.5	1	1	1	1
Educational Assistant	2	2	4	4	4
Total Employees	10.5	12.5	16	18	18

As we reach the above listed numbers our staffing grows according to the table. The stipend positions are also counted as Educational Coordinators because those positions are above and beyond normal duties. One year two or at 200 students the Lead Educational Coordinator 3 becomes an assistant Principal type position and floats from middle to high school. At first glance, one might question how we are able to meet class size requirements with the staffing numbers listed above. We would like to specifically address the math even though the concepts have been addressed earlier in this application. Pivot Charter School offers two sessions and students attend either morning or the afternoon. This cuts the number of students approximately in half for any one time. Therefore we are able to service up to 44 middle school students or 50 high school students with one onsite educational coordinator. Thanks to the utilization of the online teachers who also hold Florida Teaching Certifications, teacher certification is guaranteed for individual courses based on the online instructor, allowing us to ensure both class size requirements and teacher certification requirements. The online teachers are employed by the online provider (AAI) and while not necessarily located in the state, are required to hold the appropriate Florida state teaching credentials and be NCLB Highly Qualified in their content area. All AAI teachers hold either a bachelor's or master's degree and typically hold certifications in four to six different states. Given that they are employed by, they are also supervised and paid for by the online provider.

D. Recruitment Plan

In order for Pivot Charter School to meet its mission of evolving autonomous learners that excel in their goals both at Pivot and beyond, having the best teachers and staff to work with our students is essential.

Recruiting, screening, interviewing and hiring the instructional staff will be the first and most essential task assigned to the Principal once hired. All staff recruitment will be conducted through nationwide searches through recruitment websites such as EdJoin, teachers-teachers.com, floridaeducationjobs.com, and jobhunt.org/Florida. We have already been putting out feelers for the Principal position, and will run a formal application period as soon as this application is approved. It is our hope to select the Principal in January, 2014 and to have the Principal start on June 1st. We expect to begin posting teaching positions in either March or April, with the hope of having most of the positions filled by the end of May, 2014. All candidates who are seriously considered for employment as an instructional staff member by Pivot Charter School will be required to hold a teaching certificate from the state of Florida as is required by state statute.

The process for selecting the Principal was discussed in part B of this section of this application. Once hired the Principal will begin the selection process for instructional staff. Hiring for site-based staff will be conducted through hiring committees made up of the Principal and other interested parties which could potentially include: Board members, hired consultants staff from other Pivot Charter Schools and others. Per the detailed Start up Plan Schedule, all hiring of instructional staff will be as complete as possible by July 15, 2014.

AAI Inc., and not Pivot Charter School, is responsible for all hiring of AAI online staff.

Once hired, keeping our effective and qualified staff members will be of the utmost importance. We believe that staff satisfaction at Pivot Charter School will be high given the unique nature of teaching within the blended environment. Teachers take on a very different role within this educational model, being able to make personal connections with their students and providing more individualized and targeted support to students than is possible in traditional educational settings. This leads to a higher feeling of satisfaction in the work that they do and increase student achievement rates. Given the small size of our school, staff is also an integral part in the operation and decision making process of the school, increasing staff buy in and moral. Other steps we take to retain our effective staff members include:

- Ample professional development - allowing staff to attend conferences, district trainings, and providing in-house targeted professional development
- Providing competitive salaries and benefits
- Frequent feedback on their performance and collegial atmosphere

Site-based staff members are supervised by the school's Principal who is responsible for conducting evaluations, review student performance data with staff, and writing their annual evaluations. The evaluation process encompasses both a formal and informal processes that includes regular observations by the Principal during classroom instruction, working with students to support their online learning and meeting with families, and during professional development sessions. The Principal will conduct regular discussions with teachers about their progress and conduct a formal assessment and evaluation, in which teachers must meet the Standards of the Teaching Profession.

Pivot Charter School complies with all legal requirements with regards to evaluation and supervision of staff. Please see section 12 of this application for a more complete description of the evaluation process that will be employed at the school.

Teachers who are determined not to meet the Pivot Charter School high standards through the evaluation process will receive targeted support to improve in the areas they are struggling in. However,

if after receiving intensive support in accordance with school policy, employees will be let go if they are not demonstrating effective student achievement.

Pivot Charter School will annually distribute a list of all teachers' qualifications to parents through a newsletter as well as online on the school's staff web page. Communication regarding teachers' qualifications will be translated in students' native languages.

Section 11:
Education Service Providers

A. Services

Integral to the success of Pivot Charter School are the partnerships and relationships we have formed with organizations to ensure the effective operation of a successful school. By utilizing the professional services of a variety of organizations and service providers we are able to stay focused on our core mission of graduating students prepared for their futures.

Pivot Charter School's Board of Directors is the ultimate decision making and governance authority of the organization, and does not view the relationships we have with outside vendors and service providers as what would be considered as a typical "Educational Service Provider" or management company for charter schools. Instead, we leverage the strengths of experts in their fields while maintaining all management and administration control within the Board of Directors and the administrative structure described in section 10 of this application.

An example of the types of services we contract with outside vendors include the following:

Online Curriculum Provider - Pivot Charter School currently contracts with Advanced Academics, Inc. as the online curriculum provider for the school. During the initial founding of Pivot Education, Inc. a variety of online service providers were examined, and AAI was determined to be the most comprehensive and highest quality provider in the field. Their ability to provide live teachers 24 hours a day during the school week was unparalleled. Pivot Education, Inc. has a strong relationship with AAI and we work in partnership to provide the highest quality educational content to students possible. However, AAI in no way has any control over the management or decision making processes of Pivot Education, Inc. With regards to curriculum they only provide the online learning platform and teachers to meet the needs of students.

Financial Services - Pivot Education, Inc. currently contracts with Charter School Services Corporation (a wholly owned subsidiary of Building Hope, a not for profit agency dedicated to supporting high quality charter schools), to provide back office financial support to the organization. CSSC ensures that our accounting is in order and assists with human resources management and budgeting to ensure the school is properly operated. While CSSC process all payments, they have no authority to approve or sign off on any financial transactions or activities, that responsibility stays with the Pivot Education Board of directors and administrative staff.

Payroll Services - Pivot Charter School utilizes a professional employee leasing / payroll company to assist with processing the payroll for our employees. This allows us to pay a minimal fee and outsource our basic HR needs by not needing to hire an in house payroll expert to ensure compliance with wage and hour requirements and tax filings. The payroll company is also able to manage of all of the employee benefits, including being able to provide us more reasonable health insurance rates for our employees thanks to the larger employee pool leveraged by the company. We currently use Oasis

Outsourcing to fill this role, they were selected after an extensive RFP process was conducted of several similar companies and the price and services provided by Oasis were the best option available.

Other Service Providers - Pivot utilizes other professionals and services as needed to ensure the successful operation of the school. For example, we have a contract with an educational consultant who assists the school ensuring compliance with special education services, we have outside legal counsel who advises the Board of Directors, we annually hire an auditor, etc. These services are contracted on an as needed basis to meet the needs of the students and organization.

B. Draft Contract

The Online Curriculum Provider contract is individual to each school within the Pivot Education, Inc. network, and as such a contract has not yet been signed for the __ County Pivot Charter School. A sample contract is included as Appendix _ which is the contract held between AAI and Pivot ___ (County). We assume the contract will be similar to this. Once this application has been approved, the Board of Director's independent attorney will assist with negotiating a contract appropriate for Pivot Charter School in __ County.

The contract with our Financial Services provider is held by the corporate entity, and a copy of the contract is included as Appendix _.

If the district would like to review any additional contracts held by Pivot Education, Inc. or any individual school within the network, they will be made available upon request.

C. Why Selected

The initial founders of Pivot Education, Inc. conducted research by contacted several online curriculum providers to find a program that best matched the mission of the founders in developing the organization. They were looking for a system that provided a comprehensive online learning platform coupled with online instructors to provide around-the-clock assistance to students, allowing the students to access assistance whenever they needed it. AAI was (and to the best of our knowledge, is) the only approved online curriculum provider who offered such a comprehensive service. When approached with the possibility of the charter school AAI was eager to build the relationship and to utilize Pivot as a test case for a truly blended model of instruction that incorporated the best of both the online learning environment and the physical classroom educational experiences.

The relationship with Charter School Services Corporation began in 2011 when the previous service provider was unable to meet the needs of the organization. We reached out to several back office service providers and requested proposals. CSSC provided the most comprehensive service along with the most competitive price, and was chosen.

D. Roles and Responsibilities

AAI holds no role or responsibility with the financial decisions made at Pivot Education. They do provide some initial financing (loans and grants) to assist with the startup of our new schools, but do not have a say in the fiscal operations of Pivot Education, Inc.

CSSC has no decision making abilities with regards to the financial decisions made at Pivot Education, however, they do play an advisory role to the Board of Directors. CSSC staff assists with the development of a charter school budget to be presented to the Board of Directors for discussion. CSSC also manages our payable accounts, by writing checks. They provide a portal to Pivot where we enter our bills and approve transactions, and CSSC ensure that all transactions are appropriately coded according to the Florida Financial and Program Cost Accounting and Reporting guidelines. The checks are then returned to Pivot for signature and to be sent out to the vendors. This not only ensures appropriate accounting of Pivot funds, but provides an additional layer of separation of duties between our accounting systems and the school's decision makers.

E. Arm's Length

Pivot Education, Inc.'s Board of Directors is the ultimate decision making body of the school. The Board has retained the services of an attorney versed in charter school law to assist with ensuring that contracts keep the best interests of the schools in mind. No service provider is given any decision making ability over the organization, ensuring that the school's Board and administrative staff have the ability to make all of the necessary decisions for the school.

F. ESP History

Given that we do not feel the relationships we have risen to the level of a charter school management or "Educational Service Provider" we could answer this question as not-applicable, however, to show the success of the online curriculum provided by AAI we have included a summary of their academic results as Appendix _.

G. Other Schools

Pivot Education has successfully run two other schools within the state of Florida using the educational model described within this application, using the curriculum and services providers described within this section. In addition to working with Pivot, AAI has had numerous other success stories, a document from AAI titled "Demonstrated Effectiveness - Examples of Successful Programs" is included as Appendix _.

Section 12:
Human Resources and Employment

A. Compensation Plan

The mission of Pivot Charter School is to grow our students into autonomous learners within a technology rich environment. The idea of the unique learning environment we have to offer is very attractive to staff who are considering working for Pivot Charter Schools. In addition to the unique teaching opportunity, Pivot Charter School will offer a competitive salary and benefits package to our employees.

Through the use of a larger payroll company we are able to offer competitive group benefits to our employees even though we are a relatively small organization. This allows us to offer full health insurance to our employees, and reasonable rates for other insurance packages if the employee elects to select them, such as dental, disability, vision, life, etc.

Pivot Charter School will competitively compensate its staff and teachers. The Principal's salary is budgeted at $85,000 for the first year with growth potential beyond that. The Principal will be responsible for managing the staff, coordinating the implementation of the online educational program at the school, and ensuring that the students are tapping into the resources necessary to meet their educational goals. The teachers are budgeted in the first year to average $42,000 based on a 196-day contract. This assumes a mix of younger teachers with a handful of more senior mentor teachers. Non-teaching staff such as office manager and other support staff are based on a comparison with the district's pay rates.

B. Personnel Policies and Procedures

Pivot Charter School has adopted a comprehensive set of policies, which include specific policies on the personnel matters. A copy of the Policy Manual is included as Appendix _ to this application. The purpose of the personnel policies and procedures are to provide guidelines for the varied range of personnel related employment, evaluation, discipline, dismissal, benefits and code of conduct issues that may arise in the operation of Pivot Charter School. The policies are clearly set forth and communicated in accordance with principles of fairness and due process and in full compliance with all applicable laws and regulations. The policies are comprehensive, but here is a summary of the types of information included therein:

I. Employment Manual
    a. EEOC Statement
    b. Non Discrimination Policies
    c. Personnel Issues - *i.e. records, compensation, benefits*
    d. Leaves

e. Employee Behavior - *Standards, discipline, conflicts, etc.*
f. School Rights
g. Employee Rights
h. Teams

The school will not hire an individual to provide instructional services or to serve as a teacher's assistant if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. The school will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. The School will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students. As such it is the policy of Pivot Charter School that all employees will comply with the state of Florida's Code of Ethics of the Education Profession, as defined in Administrative Code 6B-1.006 (also see Policy Manual, policy 3.8.2 - Professional Conduct).

Pivot Charter School will be a drug-free workplace and all personnel may be subject to random drug testing. Testing procedures and guidelines will be communicated to employees prior to implementation and are defined in the attached draft policy manual in Policy 3.10.6.3.

Evaluation of Staff

An essential part of operating effectively to meet our mission is to ensure our staff is meeting the high level of expectation Pivot Charter School will have for its staff. This will be done through a comprehensive evaluation system. Pivot Charter School sees the professional development and evaluation of staff as two integral pieces that must work in collaboration in order to provide the most effective staff possible. It will be our goal to hire a Principal who shares the value that the evaluation process must be seen as a way to not only provide an annual written evaluation, but be seen as a process through which the school can undertake continuous improvement.

Each staff member will be asked to do an honest assessment of their own abilities and to develop a professional development plan which will include specific measurable goals they will hold themselves to during the year with regards to improving their craft. These goals will be reviewed with their administrator and will be used as a measure for their progress over the course of the year.

Staff will be supervised and "evaluated" at several times throughout the school year. All teachers will have a formal observation conducted within the first forty-five days of their start at Pivot Charter School using the formal professional evaluation form to be developed by the school.

The evaluation process to be used by Pivot Charter School will comply with current legal requirements as they may change from time to time by the state of Florida. Currently Pivot Charter Schools has an approved staff evaluation plan which has been approved in both Lee and Hillsborough counties. This plan will be submitted to Sarasota County School District once it becomes necessary to demonstrate compliance with state requirements. Below are the requirements of SB736 for which our evaluation method is in compliance.

- Must use student performance data
- Use continuous quality improvement models
- Performance data from multiple sources, including parental input
- Identify fields where special procedures/criteria are necessary
- Use the specific 4 levels of performance identified by the state
    - Highly Effective
    - Effective
    - Needs Improvement (or developing for new employees)
    - Unsatisfactory
- Train administrators in proper use
- Monitor / evaluate proposed use of system by evaluator
- Monitor / evaluate the effectiveness of the system to improve student learning

In addition, given that the school will be opening in 2014, we will be required to implement the new compensation requirements of SB736 as well. The salary schedule structure has not yet been developed, but will be developed within the next few months. We understand that the requirements for the compensation plan include:

- **Compensation Plan Elements:**
    - Teacher salary schedules may not be based on advanced degrees, but salary supplements based on degrees are permitted
    - Cost of living adjustments may not exceed 50% of the amounts given as annual adjustments
    - Annual adjustments for those who are rated “Effective” must be 50-75% of the value of raises given to those rated “Highly Effective”
    - Those scoring Needs Improvement, Developing, or Unsatisfactory shall not be eligible for annual adjustments.

For budgeting purposes, we have included in the budget a 3% annual increase in salary amounts, however, we realize that this 3% cannot be applied evenly over all staff members, and must be used to develop adjustments based upon the requirements of SB736 as listed above. This will mean that some employees, if they are in need of improvement, developing or unsatisfactory, may not receive annual adjustments.

Professional Development

Teachers will be required to attend weekly staff meetings, four full-day professional development trainings throughout the year, and four preparation and staff development days before the school year starts.

The Principal and all PCS staff will be trained in the use of the AAI curriculum, LMS and assessment system by the AAI training staff. Onsite teachers, counselors, registrar, and administrators will learn how to run appropriate reports on student learning and assessment. Teachers and counselors will be able to log in as a student, parent, or educator and utilize all aspects of the AAI programs. AAI will also train teachers on the alignment of the curriculum to the CCSS/NGSSS as teachers review the scope and

sequence of the courses and review course objectives. Pivot Charter School teachers will begin formulating additional group and individual projects that students can complete on site to supplement the curriculum. As projects are created they will be added to the AAI curriculum.

Teachers will engage in pre-school opening trainings for a period of five days. These sessions will be held between May and August, 2013. Three of these days will be conducted by AAI and will cover curriculum, systems and assessment topics. In addition to curriculum and systems training, onsite teachers will receive two days of personnel (child abuse reporting, sexual harassment training, labor practices, fire drills, health issues, etc.) training and team building activities.

In addition to training on the AAI system and curriculum, onsite teachers will be trained in serving students in a learning lab or learning studio environments with students working primarily on computers. Additional professional development trainings for onsite teachers will be conducted once a month (there are staff meetings weekly, but once a month, these meetings will be professional development-related rather than covering school operations and student issues). These trainings will occur in some of the topics listed below. In some cases, outside resources will be hired to present the topics in their areas of expertise. The Principal will conduct other trainings and work with the teachers to establish the agenda so that it meets the needs of the teachers. This is not a comprehensive list and may be revised based on teacher and student needs.

Potential Professional Development Topics:

- Serving students with special needs;
- 504 accommodations;
- Supporting students in virtual learning;
- Using assessment Data to inform instruction and developing educational programs;
- Student Goal Setting;
- Service Learning;
- Teaching Writing Strategies & Comprehension;
- FCAT HS test taking strategies;
- Student Led Conferences;
- Reflection on the first-year strategic planning;
- ELD;
- Project-Based Learning;
- End-of-year closeout.

Teachers will also be encouraged to suggest additional topics for professional development based on their needs throughout the year. Teachers are encouraged to read professional journals, attend webinars, and join professional teaching organizations like the National Science Teachers Association (NSTA). Other professional development opportunities include Advanced Placement workshops and attendance at conferences such as the annual International Council for Online Learning (iNACOL). Both onsite teachers and AAI teachers are afforded the opportunity to attend conferences in core academic subject areas in which they teach.

Section 13:
Student Recruitment and Enrollment

A. Recruitment Plan

Marketing this new, innovative option for students and parents is essential to ensure widespread student participation and community support of such a pioneering endeavor. As part of its service contract, Advanced Academics' Inc.'s marketing communications team will work with the Pivot Charter School staff throughout the year to develop a turn-key marketing plan to reach the target student population.

Our marketing efforts will be to determine the right integrated marketing campaign to effectively generate the desired enrollment goals. Mediums of communication available to Pivot Charter School may include:

- TV advertising
- Radio advertising
- Newspaper advertising
- Website advertising
- Parent/Student informational sessions
- Email marketing campaigns
- Posters
- Custom website- (see http://www.pivotcharterschool.com/index.html)
- Custom brochures
- Education fairs where Pivot Charter School representative can hang signs, use tablecloths and distribute promotional materials and oversized postcards
- Corporate sponsorships

Pivot recognizes that students are often the best source of advertising and have the broadest reach. As such, the school may utilize social networking to spread the word about the school. Other Pivot schools have generated interest in the school by posting information on social networks such as Facebook. Pivot Florida also has an informational video created by students on its website, which is referenced above.

In addition to the use of the Internet, Pivot will set up table tents at food court tables in malls as well as mall advertisements, as this venue provides excellent exposure to the target audience. Prior to the start and throughout the school year, Pivot will also host for families open houses to highlight the unique learning lab environment. At these information sessions, parents and students will have the opportunity to learn more about the curriculum, schedule, service learning, and dual enrollment opportunities. Current staff and students will share success stories and answer any questions about the school. Marketing efforts may be adapted to best match the needs and interests of the local community.

B. Ensuring Reflective Balance

Pivot Charter School will make efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the district. Pivot Charter School will make available promotional materials in English as well as any other commonly spoken language in the area of the school, and make these available in a variety of locations such as libraries, places of worship, community and recreation centers.

The Pivot Charter School recruitment strategy includes the following:

- An enrollment timeline and process that allows a broad-based recruiting and application process.
- Distribution of promotional and informational materials to community groups and agencies that serve various racial, ethnic, and interest groups in the community.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited-English proficient populations.
- Submission of press releases to a variety of local media.
- Outreach meetings in several areas of the district to reach prospective students and parents.

Pivot Charter School is committed to serving all children, including those likely to “slip through the cracks” for lack of adequate support at home or school. We believe that our marketing efforts will adequately reach into the community to draw in a student body representative of the community and to meet our targeted enrollment. However, should these not be the case, the school will evaluate the marketing processes and adjust as necessary to ensure we are meeting our targets and that the student population is representative of the community.

C. Enrollment Policies and Procedures

Pivot Charter School will be open on a first-come, first-served basis to any student residing within Sarasota County School District. There will not be any specific requirements for admission beyond age-appropriateness to enter 6th grade or higher.

Pivot Charter School will not charge tuition or registration fees, except those fees normally charged by other public schools.

In compliance with Section 1002.33(17)(a)(4) of the Florida Statutes, enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Pivot Charter School will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Admission preferences may only be given to existing students, siblings of existing students, children of a member of the governing board, or children of an employee of Pivot Charter School.

Enrollment

Students may complete an enrollment form online or may submit one to the main school office. In conjunction with their application, students will be required to undertake a series of assessments and provide responses to questions that will be used to determine their academic levels in math and reading in order to assist the school in determining appropriate placement. Open enrollment packets will be accepted from January 1st to March 1st of each year.

The student and at least one legal parent or guardian must attend an orientation meeting (offered once a week) prior to beginning the program. At this meeting, a teacher will review the nature of the program, the student's responsibilities, student conduct, dress code, behavior, attendance, academic expectations, off-line and online curriculum, graduation requirements, schedules and career and continuing education options.

Enrollment Requirements

Requirements for registration are listed below. Students under 18 years of age must be accompanied by a parent or guardian at registration and bring the required documentation. If coming from a public school within Florida, the following are required:

- transcript from the last school attended; the School's Admissions Coordinator will send for permanent record;
- verification of address or parents' address by one of the following:
    - current utility bill;
    - tax receipt;
    - contract for purchase of home
- authenticated birth date
- immunization records showing proof of proper immunization

If student is coming from a public school outside Florida or from any private school, the following are required:

- physical examination by a private physician or the County Health Department, within twelve months prior to entry of Florida Schools;
- report card or transcript from the last school attended; the school's Admissions Coordinator will send for permanent record;
- verification of address of parents' address by one of the following: current utility bill; tax receipt or homestead exemption card; contract for purchase of home;

Authenticated birth date can be verified by one of the following:

- Certified copy of birth certificate/State of Florida Birth Registration Card;
- Baptismal certificate showing date of birth, place of baptism, accompanied by parents' sworn affidavit;
- Insurance policy on the student in force for at least two years;
- Bible record of child's birth accompanied by parents' sworn affidavit;
- Passport or certificate of arrival in the United States showing age of child (view only)

- School record at least four years prior, showing date of birth;
- Parents' sworn affidavit accompanied by a certificate of examination from a health officer or physician verifying the student's age.
- Immunization records showing proof of proper immunization.

All students seeking attendance in the school must reside in the district where their parents or legal guardians reside.

If applications exceed the number of available seats, a public lottery will be held. The lottery process will follow the districts guidelines for the lottery and will be conduct in such a way so as to ensure that no possibility of discrimination against any type of student can exist. The successful applicants and their parent or guardian, if applicable, will be notified within 10 days of the completion of the lottery to confirm their acceptance.

D. Parent Contracts

Pivot Charter School will not utilize a parent or family contract as a requisite for enrollment in the school.

E. Parental Involvement

The Board of Directors of Pivot Charter School promotes ongoing and open communication between the Board and parents. Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of parents as possible. Governing Board meetings will include a standing agenda item for a report and/or comment opportunity for public comment.

As mentioned earlier, a Parent Teacher Advisory Board will also be established. Parents will be encouraged to attend back-to-school nights, parent workshops and meetings and parent conferences that provide parents and guardians the opportunity to tour the school, meet with teachers to discuss student progress and learn tips on how to support student learning and attendance.

While Pivot Charter School will create and distribute a Parent/Student Handbook, the school will not utilize a parent contract in its first year.

Parents and students will be required to participate in one of several frequently offered Webinars about Pivot Charter School. These Webinars are designed to promote an online community but mostly to review the program and describe the expectations and processes of the school and the online curriculum.

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Business Plan

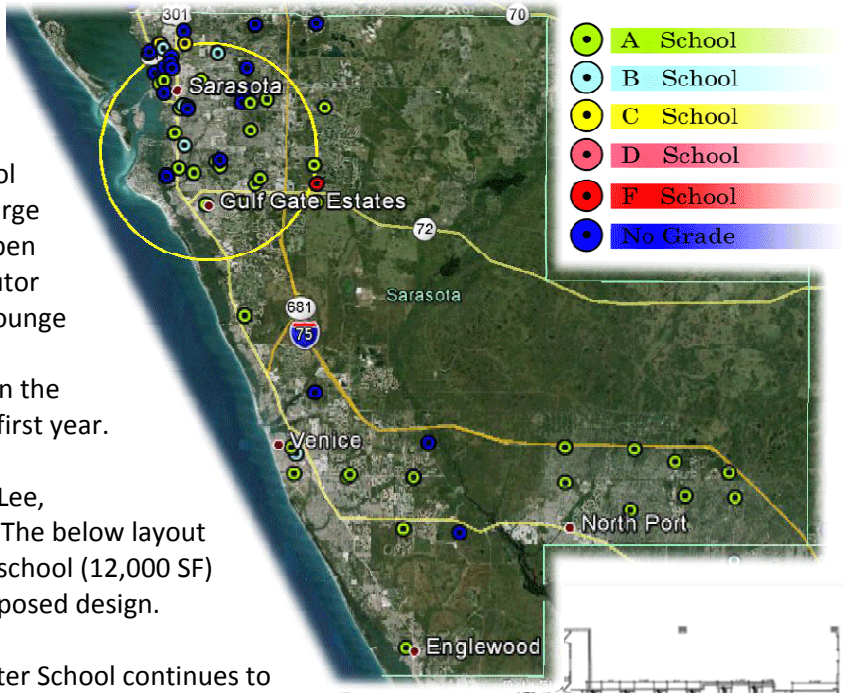
Section 14: Facilities

Pivot has not located a site yet.

F. Facility Needs

Explain the school's facility needs, including desired location, size, and layout of space.

Pivot Charter School has completed a needs analysis of the Sarasota County. Based on that analysis, Pivot Charter School believes that locating Pivot Charter School in the Deltona area would be the most advantageous to the District and Pivot Charter School. As indicated in section two of this application, we used a search area with a five mile radius centered at the Southgate area (3170 Bee Ridge Rd, Sarasota). It is our intention to attempt to find a site within this search radius to open Pivot Charter School.



Pivot Charter School's proposed model is best supported with a school site with approximately 15,000 SF, large enough to accommodate multiple open Student Learning Centers, custom Tutor Rooms, Student Collaboration and Lounge areas, as well as administrative and registration areas. Our goal is to open the school with 12,000 to 15,000 SF the first year.

Pivot Charter Schools has schools in Lee, Hillsborough and Broward Counties. The below layout drawing of our Hillsborough/Tampa school (12,000 SF) provides a good overview of our proposed design.

As mentioned previously, Pivot Charter School continues to work with a Florida State Licensed Architect who specializes in the design and construction of public charter schools in Florida. His years of experience have provided us with great confidence in making sure all Pivot Charter School schools are compliant with all local, state and federal laws and that our schools provide a safe and welcoming environment for our students, staff and guests.

PCS facilities will comply with all applicable health codes, ADA requirements and all other Florida Building Codes pursuant to

chapter 553. The facilities will also comply with the Florida Fire Prevention Code, pursuant to chapter 633. In addition:

- The facility will receive a Type 'E' Certificate of Occupancy before the building is occupied as a School.
- In conjunction with zoning, permitting and occupancy, the facility will have an approved traffic and parking plan in place.
- The facility will be in compliance with Health Department requirements concerning general health and sanitation. These standards include food service, drinking water, sewer and sanitary facilities.
- The facility will be inspected for asbestos if applicable; radon tested if applicable, and meets any other requirements that may be relevant to the school site and the purpose.

G. Cost Estimate

There are three primary costs associated with having the facility ready for the first day of school; Facility Design and Build-Out, Furniture and Computers & Equipment.

- Facility Design & Build-Out- Pivot Charter School has been working with a Florida-based school architect who has already completed three schools for PCS. After identifying a site that fits our requirements, we try hard to negotiate a majority of this cost into a tenant allowance in the building lease.
- Furniture- Pivot Charter School is working with a Michigan-based educational furniture manufacturer who has designed furniture specifically for our school's technology and design needs. The vendor is an FDOE approved provider. We estimate the cost of ALL furnishing the entire school, including furniture for students, staff and tutor areas will cost $355 per student, a total of $142,000.
- Computers & Equipment- In our two current schools, we are providing a PC at each student Learning Center desk, lap-tops for all teachers and administrators, additional laptops allowing students to be mobile in and out of school, as well as multiple printers. In addition, the school will be outfitted with various panel monitors, projectors and SMART Boards for individual and group tutoring. We estimate total cost for school technology for a full capacity school to be approximately $185,000.

H. Acquisition Plan

Once the Charter is approved by the District, Pivot Charter School will work with a local commercial real estate broker to further analyze the above mentioned area. Along with market and ROI analysis, PCS and the local broker will work to identify a final site location and finalize a lease approximately six months prior to the opening of school. Once the lease is signed, design and work schedule s will be finalized with the goal of a facility CO being obtained 4 weeks prior to the first day of school. Below is our estimated timeline:

- November 1, 2013 - Make decision on final property options
- November 5, 2013 – Begin due diligence on building-out of the facility

- December 15, 2013 – January, 2014 – Finalize building configuration with owner
- February, 2014 – April, 2014 – Begin construction and build-out and
- May 15, 2014 - Identify and order FF&E needs for July arrival
- May, 2014 – July, 2014 – Complete build-out, Inspections completed, Certificate of Occupancy and Operational process in place
- August, 2014 - School Opening

I. Back-Up Plan

The design and build process is managed directly by a PCS Project Manager who oversees facility acquisition. With the project timeline well defined, PCS will have a tight handle on time milestones and will be able to react to any adverse issues that may affect the ability for the site to open as scheduled. In a case where the timeline creates an issue with opening on time, PCS will work closely with the District, keeping them apprised of the situation and working together to make sure an adequate solution to the problem is found.

Pivot Education Inc. has assembled a Strategic Planning Committee (SPC) made up of principals, a project manager, deputy director, executive director and at least one board member. The SPC meets at least quarterly and when needed to address pressing issues. As part of the committee's duties, they set short-term, mid-range and long-term planning goals and objectives.

The committee's responsiveness was tested when we opened our Ft. Myers schools, when Lee County zoning requirements threatened our ability to start school by August 8, 2011. Through the committee's quick response we were able to find an alternative site to open school until our permanent site was completed. The technology focus of school affords us the opportunity to provide instructional and curricular services as an on-demand product giving us more versatility to handle emergencies. An added benefit is that, students who experience personal emergencies have access to our curriculum and are able to continue their education while dealing with personal crisis.

J. Class Size Requirements

The school understands the requirements for class size reduction and will meet class size in person with the EC's and the students, and the teachers of records will include AAI teacher to ensure that certification and class size requirements are met.

Section 15:
Transportation Service

A. Transportation Plan

Pivot Charter school will ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school, as required by section 1002.33, F.S.

Pivot Charter School has contracted with A & S Transportation Services and provides bus transportation to our Hillsborough and Lee county campuses. A&S Transportation was founded in 1996 as a privately owned school bus company. Located in Naples, Florida, A&S

Transportation initially catered to parochial and private schools but has grown steadily since its inception and the company has expanded its domain to also transporting charter schools throughout the state of Florida. The full service school bus company allows school systems throughout Florida to focus on their educational programs rather than the distractions of transportation management.

In our two pilot districts, service is provided for students attending both the morning and afternoon sessions. Through a hub type service model, students are picked up at safe locations throughout the school's attendance areas. For students attending the morning session, service is available for both the AM and PM route. Transportation will be provided for the afternoon session once the afternoon session builds in capacity. Parents are responsible for transporting students home following the afternoon session until such time. Rider participation is good in each of the current districts.

Pivot Charter School will be responsible for all insurances, student behavior and discipline issues. All services will comply with the requirements of Subpart (I)(e) of Chapter 1006. Transportation service will be provided by the school to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access.

We also encourage our students to utilizes a parent carpool. Once students are enrolled a scatter plot of addresses will be developed to determine the proximity of students to one another and the school. Cluster patterns will be defined and communicated to the President of the Parent Advisory Council (PAC) as a means of assisting in the organization of a parent carpooling system that can be mutually beneficial for families and the school.

Section 16:
Food Service

A. Food Service Plan

The school will not be providing meal service to its students as most students are not on campus for a meal time. Students will be offered nutritional snacks and beverages. Vending machine services with nutritious snacks will be provided to students in a dedicated vending area of the facility.

PCS does not plan on receiving state or federal lunch program monies. However, if the Sponsor deems it necessary to provide lunch services for students who qualify for free and reduced price meals during a lunchtime learning lab session, PCS will contract with a state approved lunch program service and partner with another NSLP provider as a satellite site.

Section 17: Budget

A. Operating Budget

Below is a chart indicating the budget summary for the first five years of operation. This is a complete estimate of our budget and we believe it is extremely conservative, as will be described below. The budget shows healthy net revenue each year and demonstrates the financial viability of Pivot Charter School. This summary below is broken down by general categories to provide a general overview, and show the complete financial structure. Attached as Appendix C is the complete operational budget.

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	$ -	$ 1,248,484	$ 1,532,047	$ 1,805,843	$ 2,087,379	$ 2,376,826
Capital Outlay	$ -	$ 138,600	$ 144,776	$ 141,332	$ 135,663	$ 128,515
Transportation Funds	$ -	$ 30,188	$ 36,628	$ 42,818	$ 49,144	$ 55,610
Interest from Loans	$ 450,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 450,000**	**$ 1,417,272**	**$ 1,713,451**	**$ 1,989,993**	**$ 2,272,186**	**$ 2,560,951**
Expenses						
Academic Expenses						
Employee Salaries	$ 21,250	$ 418,520	$ 501,972	$ 603,884	$ 711,155	$ 723,039
Employee Benefits	$ 1,463	$ 46,456	$ 55,559	$ 70,467	$ 80,285	$ 80,911
Employer Costs	$ 2,107	$ 39,612	$ 47,484	$ 57,202	$ 67,181	$ 68,238
Total Employee Costs	**$ 24,820**	**$ 504,588**	**$ 605,015**	**$ 731,553**	**$ 858,620**	**$ 872,189**
Academic Supplies	$ -	$ 21,728	$ 26,731	$ 31,593	$ 36,604	$ 41,765
Services and Contracts	$ 42,000	$ 324,176	$ 434,539	$ 525,328	$ 623,948	$ 731,017
Facilities Costs	$ -	$ 255,000	$ 261,375	$ 267,909	$ 274,607	$ 281,472
Insurance	$ -	$ 13,470	$ 15,178	$ 16,854	$ 18,592	$ 20,393
Utilties	$ -	$ 15,750	$ 16,065	$ 16,386	$ 16,714	$ 17,048
Maintenance	$ -	$ 2,500	$ 2,575	$ 7,752	$ 7,934	$ 8,120
Furniture	$ 57,500	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000
AV / Computer Equipment	$ 202,500	$ 896	$ 1,106	$ 1,310	$ 20,272	$ 76,745
Software	$ 5,000	$ 5,000	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Other Equipment	$ -	$ 3,136	$ 3,794	$ 4,410	$ 5,385	$ 6,045
Transportation	$ -	$ 40,500	$ 40,905	$ 41,314	$ 41,728	$ 42,145
Other Expenses	$ 86,204	$ 93,541	$ 95,195	$ 97,328	$ 99,390	$ 99,995
District Administrative Fees	$ -	$ 63,934	$ 72,356	$ 73,360	$ 74,391	$ 75,448
Reserve Fund	$ -	$ 63,934	$ 78,434	$ 92,433	$ 106,826	$ 72,973
Total Expenses	**$ 418,024**	**$ 1,408,152**	**$ 1,656,768**	**$ 1,911,031**	**$ 2,188,512**	**$ 2,348,855**
Net Revenue	**$ 31,976**	**$ 9,120**	**$ 56,684**	**$ 78,962**	**$ 83,675**	**$ 212,095**

B. Start Up Budget

Pivot Charter Schools is fortunate to have an extremely strong relationship with Advanced Academics, Inc. which provides the online curriculum to the school. AAI also has agreed to assist Pivot with the startup costs for our new schools. Through the agreement, AAI will loan the school $450,000 to establish new schools. This loan is provided to the school at the federal prime rate when issued (currently 3.25 percent as of this writing). In order to budget conservatively, we have set the rate at 4 percent in our budget. This loan will be paid back over the course of six years, so that the entire balance will be paid at the end of the fifth year of operation. The debt service payments for these loans are included within our five-year budget.

The startup expenses during the planning year will mainly revolve around setting up our new school space, hiring the Principal to get started with interviewing, marketing, and setting the learning spaces at the school. We anticipate hiring the principal for about 3 months, and will also purchase equipment and materials to support this person in their role during the planning year.

The blended learning environment of Pivot requires a unique learning environment for the students. See section 14 to learn more about the facilities and how we setup our space. We plan to purchase the computers with these startup funds to outfit the space as well. This budget will allow us to purchase the furniture as well as 250 learning stations with computers, and an additional 50 laptop computers and tablets which can be used throughout the facility and by staff. We also will purchase several interactive whiteboards to facilitate the small group instruction essential to our instructional model.

The planning-year budget provides a realistic expectation regarding expenses to allow us to get the highest quality school open with plenty of time to spare for the first day of school.

Func	Obj	Desription	Planning Year Total
Other Income			
	3720	Financing / Loan Proceeds	$ 450,000
		Total Income	**$ 450,000**
			Expe
Function 5100 - Basic Instruction			
5100	621	AV Materials-Capitalized	$ 12,000
5100	641	Furniture, Fixtures-Capitalized	$ 50,000
5100	643	Computer Hardware-Capitalized	$ 187,500
		5100 Sub Total	**$ 249,500**
Function 7100 - Board			
7100	310	Professional and Technical Services	$ 2,000
		7100 Sub Total	**$ 2,000**
Function 7300 - School Administration			
7300	110	Administrator Salaries	$ 21,250
7300	210	Retirement	$ 512
7300	220	FICA	$ 1,626
7300	240	Worker's Compensation	$ 266
7300	250	Unemployment Compensation	$ 216
7300	290	Other Employee Benefits	$ 951
7300	370	Communications	$ 5,000
7300	390	Other Purchased Services	$ 35,000
7300	641	Furniture, Fixtures-Capitalized	$ 7,500
7300	643	Computer Hardware-Capitalized	$ 3,000
7300	690	Computer Software	$ 5,000
7300	750	Other Personnel Services	$ 361
		7300 Sub Total	**$ 80,681**
Function 7500 - Fiscal Services			
7500	720	Interest Payment / Debt Service	$ 85,843
		7500 Sub Total	**$ 85,843**
		Total Expenses	**$ 418,024**
		Total Income	**$ 450,000**
		Net Revenue	**$ 31,976**

C. Assumptions

Pivot Charter School has developed our budget in as conservative way as possible to ensure the financial viability of this high quality charter school. We place high value on the prudent use of public funds, and believe our budget reflects this. At several key points during the development of this budget we have made decisions which we believe either underestimated our revenue or over-estimated our expenses to help ensure that we will be able to operate with a positive cash flow during the year. For example, while we anticipate being able to open our doors with a waiting list and all 241 seats filled, we have chosen to develop the budget assuming we will only be at 94% capacity. Therefore, the budget is developed on 224 students for the first year (and the same logic of 94% capacity is used throughout years two through five). We utilized the budget template tool developed by the Charter Support Unit in order to develop this budget.

Another example of our conservative budgeting is our assumptions regarding employee health insurance. We will offer each employee up to $275 per month for health insurance premiums. We expect that not all staff members will want the school's insurance, and while we could have rounded the number down to try to assume how many staff members would, we decided to budget based on all staff members utilizing this benefit. Therefore, we anticipate that there will be additional revenue saved within this account, but it is not demonstrated within the five-year budget, as we have reserved those funds just in case. There are several items within the budget that we believe we have overestimated our expenses in this way so as to provide us with a "cushion" to help with unexpected expenses throughout the year. We have included a reserve fund payment of 5% of our FEFP funding each year in case of unexpected expenses. We anticipate being able to carry over a 5% reserve.

Revenue

We have made the assumption that there will 1.5% increases in FEFP funding from the State of Florida throughout the five year budget. Correspondingly, we have increased most of our expenses 1-2%, with the exception of salaries which we increased at a rate of 3% so that if revenues are less than expected we can reduce the increases in some of these areas. To illustrate the assumed per-student FEFP rate, the chart below indicates the rates we used for each student over the course of the five year budget.

4th – 8th Grade Revenue Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	$3,629	$3,684	$3,739	$3,795	$3,852
Other Categoricals	$1,782	$1,809	$1,836	$1,863	$1,891
ESE Guarantee	$4,155	$4,218	$4,281	$4,345	$4,410
Total Per Student	$5,411	$5,492	$5,575	$5,658	$5,743
Budgeted Students	**60**	**60**	**81**	**102**	**123**
Total 4-8 Revenue	**$336,138**	**$341,032**	**$465,267**	**$593,089**	**$724,578**

9th – 12th Grade Revenue Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	$3,669	$3,724	$3,780	$3,837	$3,894
Other Categoricals	$1,782	$1,809	$1,836	$1,863	$1,891
ESE Guarantee	$4,155	$4,218	$4,281	$4,345	$4,410
Total Per Student	$5,451	$5,533	$5,616	$5,700	$5,786
Budgeted Students	**184**	**231**	**254**	**277**	**321**
Total 9-12 Revenue	**$912,346**	**$1,191,015**	**$1,340,576**	**$1,494,289**	**$1,652,248**

Fiscal Year Revenue Estimates

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Florida Ed. Finance Program (FEFP)		1,248,484	1,532,047	1,805,843	2,087,379	2,376,826
Capital Outlay		138,600	144,776	141,332	135,663	128,515
Transportation Funds		30,188	36,628	42,818	49,144	55,610
Interest from Loans	450,000					
Total Revenue	**450,000**	**1,417,272**	**1,713,451**	**1,989,993**	**2,272,186**	**2,560,951**

Capital Outlay – Pivot Schools, Inc. has received district accredited from SACS as a result of our operations in Hillsborough and Lee counties. As a result, Pivot Charter School will be eligible for capital outlay during the first year of operation. Given the legislature has dramatically increased the capital outlay for the 2013-14, we are assuming the capital outlay rates will be 50% higher next year, and then have assumed a decrease of 15% for each year thereafter.

Transportation - Given that we will be providing transportation to students, as described in section 15, we are assuming that approximately 25% of our students will utilize transportation. We intend to contract with an outside busing company to provide this service and have budgeted for a single bus in year one and multiple buses in the years thereafter. If fewer students utilize the transportation and this income item goes down, we will adjust the bussing contract accordingly and also reduce those expenses within the budget.

Other/Loan- As indicated above, AAI, our educational partner at Pivot has agreed to help offset the cost of opening the school by providing a $450,000 loan to support the planning year and startup costs.

We have not included any type of fund raising nor grants in our budget assumptions, even though we do intend to seek out both sources of funding. Should we be successful in obtaining such funds they will be used to purchase additional supplies and materials above and beyond what is provided for within the approved operating budget.

Expenses

Below is an explanation of the major expenses within the budget, and how we arrived at the assumptions. We have tried to explain any individual budget item that is over $10,000 on the overall budget.

Staff - We put a strong emphasis on high quality on-site staff that is able to provide direct services and one-on-one and small group support to our students. As such, paying our staff adequate salaries is important. We have set our starting salary at $42,000 and included an annual 3% increase in salary rates. Employees are also offered up to $275 per month in health insurance benefits and we have set aside 3% of salaries for employee retirement plan deposits (we intend to use a 401(k) or 403(b) plan. The budget also includes paying for federal income tax, Medicare tax, workers compensation insurance and unemployment insurance for each employee. Employee costs also include a 1.7% administrative fee to cover the costs of the employee leasing company.

We also want to reiterate what has been stated earlier in this application regarding our system of utilizing stipends to pay for additional positions. For example, we have included in our budget two $5,000 stipends for teachers who are endorsed and work with ESE students, who will be supported by the statewide ESE coordinator (which is paid for from the state's budget, not the schools). In addition, numerous staff members are provided by AAI as part of the blended model of instruction. For example, AAI agrees to provide a guidance counselor to work with the students on academic advising until the school reaches 300 students, allowing us to postpone hiring a guidance counselor until year two or three. The ESOL teacher is also a position support by a stipend.

	Year 1	Year 2	Year 3	Year 4	Year 5
Educational Coordinator	6	7	7	9	9
Principal	1	1	1	1	1
Guidance Counselor		0.5	1	1	1
Lead EC 3			1	1	1
Secretary/Registrar	1	1	1	1	1
Office Assistant	0.5	1	1	1	1
Educational Assistant	2	2	4	4	4
Total Employees	10.5	12.5	16	18	18

Instructional Materials / Online Content Provider – The largest expense related to our students is the innovative and all-inclusive online services from Advanced Academics, Inc. which includes not only the standards-aligned content and course offerings, but also access to certified teachers around the clock and the online services and content management system. This is at the heart of what makes Pivot charter schools successful. The first year this system has been budgeted at $1,100 per student for the first year, followed by a 6% increase each year thereafter. This service is in place of any textbooks or other traditional classroom materials that traditional schools would need to purchase.

Computer Equipment – In order for students to successfully interact with their online lessons, adequate computer facilities are essential. We will purchase enough computers for all students who are in a

session to utilize their own machine, along with extras in case of technical difficulties or for students who need to take a machine off campus. Our plan is to purchase 250 thin client computers for $600 and 50 laptops for $750 during the planning year. It is our intention to purchase warranties on these machines to last for three years, and then in year three we will begin purchasing additional computers as replacements.

Furniture – As described within this application we expect to utilize individual student stations. We have set aside $57,500 for furniture as part of our initial planning costs.

Marketing / Printing – We have included a significant amount of funds for printing and marketing to assist us in meeting our enrollment targets and getting the word out about the innovative new educational opportunity be started in the county.

Facilities – We are anticipating finding a space for Pivot school with about 15,000 square foot as a turn-key lease at a rate of about $17 per square foot. We have also budgeted for an annual increase of 2.5% in this lease. We have been successful in obtaining similar leases in three other counties and are confident in our cost assumptions for the facility. The lease will include the custodial services and basic utilities (excluding electricity, which we calculated based on a $1.00 per square foot rate plus an additional 2% annual rate increases).

Supplies - Our supply costs have been calculated on a per student basis based on the recommendations from the Charter Support Unit and our past experience. For example, 5100-510, academic supplies, was calculated by assuming $50 per student for academic supplies.

Support To The State Corporation - Many of the services described throughout this document (i.e. executive director, ESE Coordinator, Reading Coordinator, etc.) are provided by the state organization. To offset the costs associated with this, the school will contribute $100 per student during the first year, and $200 each year thereafter to support the work of the state organization.

Back Office Support – We will be utilizing a third-party back office provider to ensure our accounting and financial needs are well met. This is represented in our budget at an estimated rate of about $100 per student.

District Administrative Fees - We have assumed the district will keep a 5% administrative fee for up to 250 students during all five years of this budget.

D. Board Monitoring

This budget has been developed with the assistance of charter school experts familiar with funding and costs associated with the successful operation of a charter school. The Board of Directors presents this as a sample projection based on the assumptions we are currently making about the operation of the school. It is our intention that by the spring of 2014 many of the assumptions that were made will be more clear (i.e. exact lease rates, legislative FEFP updates, etc.), at which time the Principal and the Board of Directors will develop a more comprehensive and complete budget for the first operating year. Once approved, the school will be required to operate within the parameters of the budget. Prior to spending anything outside of an approved budget amount, the Principal will be required to receive the approval of the Board of Directors.

Regularly throughout the year, the Board of Directors shall receive monthly financial reports. These reports will be prepared by the contracted 3rd party company providing back-office support to the school and will clearly delineate the financial performance of the school by providing up-to-date balance sheets, profit and loss statements and a comparison of actual spending in comparison to budgeted amounts. The board shall be presented a financial report at each Board of Directors meeting with the opportunity to get additional information about the financial status of the school and the progress towards meeting the budget.

The process we have used to develop this budget is, to the biggest extent possible, on per student expenditures, so that as student enrollment goes down, so does spending throughout the budget. The Board of Directors will be able to closely monitor spending and revenues to ensure the budget benchmarks are met, and if necessary spending can be addressed to find places to limit spending. As the final budget is developed there are key points within the budget that can be reduced if necessary to balance the budget, such as cutting down on the number of educational assistants for example.

E. Cash Flow Projections

Cash flow projects based on the anticipated operating budget for the planning year and first year of operation are included in Appendix C.e and C.f to this application.

F. Fundraising Plan

The school will conduct fundraising activities to supplement FTE funding. Examples of fundraising activities include Book Fairs, Yearbook Sales, School Pictures, and other such activities. The school will also seek grants from local and national sources to enrich the academic program. No fundraising amounts were assumed in the budget presented.

Section 18:
Financial Management and Oversight

A. Financial Manager

The Board understands that it has the ultimate responsibility for the financial viability of each of the Pivot schools. The board takes this fiduciary responsibility seriously and has put policies and safeguards in place to ensure that the school's resources are accurately tracked and monitored. The day-to-day operations of the organization are delegated to the Executive Director and Principal of each school. The Board has also hired a back-office services provider to manage the financial processes and provide for extensive division of responsibilities to ensure proper checks and balances on the financial processes of the school.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The board has adopted policies whereby the Principal is able to approve purchases up to $1,500, so long as it is in alignment with the budget. Purchases over $1,500 require the permission of the Executive Director. Purchases over $25,000 require the approval of a Governing Board member. The Board will oversee the Executive Director and Principal and will remain responsible for all financial matters delegated thereto. The process used to manage payables and accounting needs are as follows:

- When invoices are received by the school they are opened and scanned by the school's Secretary. The secretary then uploads them into the online system utilized by our back office provider. This then flags the transaction for the Principal, Executive Director and/or Board member to approve based on the amount of the transaction.
- The principal may only approve expenditures which are within the limits set by the Board of Directors through the budget. If an expenditure is more than $500 over what the budget has allowed for, the Principal will be required approval from the Board of Directors prior to approving the purchase.
- The back office services provider will ensure that the invoice is properly coded using an industry standard accounting system in alignment with the Financial and Program Cost Accounting and Reporting for Florida Schools guidelines (Redbook). The checks will be returned to the school for signatures.
- Once signed, checks will be mailed to the vendor along with a copy of the invoice.
- When purchase orders are used they shall be prepared by the secretary and sent to the Principal for approval prior to being sent to the vendor. Once invoices are received, the PO and the invoice are combined and follow the above process.
- The back office service provider's online system allows us to issue POs and automatically encumber the funds against the annual budgeted amount so as to ensure proper tracking of school expenses.
- To the greatest extent possible, we will try to minimize cash receipts at the school. We will encourage parents to pay with checks, money order, or work with the back office service provider to establish some type of a credit card payment system so that as little cash as possible is received by the school.
- A detailed receipt system exists to provide receipts to the parents or families making payments and to account for money coming into the school.

- The Secretary shall prepare deposits, and have them verified by another staff member before depositing them at the bank. Deposits will be reported to the back office service provider so that they can enter them into the accounting system and ensure reconciliation with the school's accounts.
- The back office services provider will conduct monthly reconciliations on the school's accounts and provide reconciliation reports back to the Principal following each month.
- The back office services provider will prepare all necessary financial reports as described in the school's contract and supply them to the school district by the deadlines outlined in the contract.
- The back office services provider will prepare monthly financial reports for the Board of Directors which will at a minimum include a balance sheet, profit and loss statement, budget vs. actual spending and a detailed description of any discrepancies or potential shortfalls or overruns. This report will be shared with the Principal in advance of all Board meetings, who will ensure the Board receives a copy of the reports. It is expected that the service provider will also be available to answer questions and work with the board.
- Annually the Board of Directors will select an auditing firm to conduct that annual audit of the school's records. The back office services provider will assist with providing any necessary schedules and documents requested by the Auditor. The audit will be provided to the Board of Directors and sponsor by the timelines outlined in the school's contract.

Budgeting Process

One of the most important tasks of the Board of Directors is establishing the annual budget. The budget will provide the Executive Director and Principal with the parameters in which spending and the academic program can be carried out. Part of the evaluation of both the Executive Director and the Principal is their ability to keep spending within the budget parameters.

The budgeting process will begin the April or May before each fiscal year begins. Once the school has reliable estimates of FEFP numbers from the state, the treasurer and/or the finance committee will work with the back office services provider and the Principal to develop a budget model based on the projected number of students. Once the model has been prepared it will be presented to the Board of Directors for discussion and approval. This budget will then provide the Principal with a framework for hiring and purchasing over the summer. In October or November, once the FTE counts have been completed the Board again reexamines the budget to adjust and modify the budget as necessary based on the updated student numbers. This process will occur again after the February counts. The Board can also reexamine the budget at any time it feels necessary based on the realities the school may be facing throughout the year.

By looking at the budget as an ongoing process, we believe we can manage the unexpected expenses which may arise from time to time, and ensure that the school maintains a healthy financial course into the future.

Monitoring the School's Financial Position

The Board will work diligently to find ways to increase the efficiency of management systems to reduce costs while maintaining the high quality of services provided. One of the primary ways the Board does

this is through the use of the Back Office services provider. This vendor prepares all financial reports for the school and submits them to the Board of Directors for review and is available to answer any questions that arise from those reports. The Board reviews these reports at every board meeting, and often more frequently than meeting to monitor the financial stability of the school. These reports will include the following:

- **Cash-flow projection worksheet.** Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.
- **Balance sheet.** This report shows the financial position of the charter school at a particular point in time. It summarizes the school's assets, liabilities (debts or payables) and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.
- **Income statement.** Also known as a profit and loss statement, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The Board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year. Using this information, the board can advise the charter school administrator to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue.
- **Budget vs. Actuals.** This report is similar to the Profit and Loss statement but compares the actual expenditures and revenues for the year to the annual budget so that it can be determined whether spending is in alignment with the budget with one quick glance.

Capital investments also will be reviewed by the board. Capital investments accounts will be scrutinized to determine whether they are consistent with the organization's mission and strategic plan, and whether they are financially sound.

B. Financial Controls

Pivot Charter School utilizes accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The School will work with the back office service provider to ensure that financial statements are prepared monthly to present to the district and the School Board, and annual audited financial reports per state requirements that include a statement of revenues and expenditures will be prepared in accordance with generally accepted accounting principles.

A financial report will be given to the School Board of Directors at each of their meetings, as described in part A. This will allow the Board to closely monitor the financial health of the school. The Principal and the Governing Board Representative of the network will work together to create a quarterly report based on the criteria the Governing Board establishes, which will include key financial indicators to ensure the health and viability of the school.

Auditor Selection

Pursuant to Florida Statutes §218.391, the Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The RFP will include such factors as the ability of personnel, experience, and the ability to furnish the required services in a timely matter. While the cost of the service will be a factor, it will not be the sole or predominant factor used to evaluate the proposals which are received. We will be sure to publically announce the RFP process and to send the request to several accounting firms, especially those that deal specifically with charter schools. A deadline will be provided, and once the deadline has passed an ad hoc committee will review the proposals and recommend an auditor to the Board of Directors for selection. The Principal and back office service provider will work closely with the auditor during the process to ensure s/he has all of the information needed to complete the audit by the deadlines designated within the charter contract. We also will include as part of the RFP having the auditor prepare the required annual IRS form 990.

C. Accounting Maintenance

Pivot Charter Schools utilizes the expertise of the back office service provider to ensure the appropriate filing and maintenance the school's accounting records. As described above, once invoices and payments are approved and ready, they will be sent to the provider. The provider then will ensure that all accounts are properly coded and recorded. The provider will maintain copies of all checks and backup documentation related to each transaction. The provider maintains digital copies of all of these materials, and has multiple on- and off-site backup systems in place to prevent against the possibility of loss of data.

D. Student Records

Pivot Charter School will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and IDEA in the establishment, maintenance, correction, and disposal of student records. The right to inspect and review educational records and the release of information, or instructional materials will be consistent with federal and state law.

In as much as practicable all student records will be protected and stored on-site in a secure fireproof and waterproof cabinet. In addition, backup copies of all electronic records will be stored on servers with additional off-site, secure backups. Student records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

E. Insurance Coverage

The School will comply with requirements for insurance coverages as described within the negotiated charter contract. The School understands the need to maintain, and pay for, appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. The school intends to use a company that has an AM Best rating of an "A-" or better and a financial size category of "IV" or better. Evidence of insurance will be provided by the School to the Sponsor before the initial opening day of classes. Limitations on policies will comply

with state statute and the Charter School Agreement, the following is what we assume the requirements will be:

- **School Leaders Errors and Omission Insurance** - $1M per claim/annual aggregate. Maximum of $25K deductible.
- **Commercial General Liability Insurance -** $1M per occurrence/$3M annual aggregate. Maximum deductible for property damage will be $1,000.
- **Automobile Liability Insurance** - $1M per occurrence/$3M aggregate. This policy will cover non-owned and hired autos as well.
- **Workers' Compensation Insurance** - As required by Florida statutes.
- **Property Coverage -** To cover all owned real property, furniture, fixtures and equipment.
- **Fidelity Bond** - Not less than $1M.
- **Employees Liability Insurance** - $1M per disease, accident and employee.

Where applicable, the school district will be named as an additional insured.

In addition to the insurance policies that cover the school itself, the school will also work with the payroll company to secure appropriate group policies for employees such as health insurance, dental, life, short- and long-term disability, etc.

Section 19:
Action Plan

A. Timetable

Application Process

Submit completed charter application ..... August 1, 2013
Receive approval from the county.....October 1, 2013
Complete contract negotiation with the county ..... January 15, 2014
Receive final charter contract with county..... February 28, 2014

Employment

Formally post and recruit for the Principal position .....October 2, 2013
Begin interviewing for the Principal position ..... December 10, 2013
Make Principal decision ..... January 10, 2014
Post teaching positions ..... March 5, 2014
Begin interviewing for teaching positions ..... April 20, 2014
Have all ECs hired.....July 15, 2014

Facilities

Begin working with a realtor to find a property .....September 15, 2013
Review all potential properties ..... October 15, 2013
Tour properties with Architect ..... October 30, 2013
Committee makes final decision on property .....November 20, 2013
Lease Negotiations .....November 25, 2013
Review of Floor Plans ..... January 15, 2014
Plans to City for Review ..... February 1, 2014
Build out ..... March 15, 2014
Certificate of Occupancy .....July 1, 2014

Curriculum

Any changes to curriculum ..... June 15, 2014

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for **Pivot Charter School** is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows **Chris Card, Board Member** to sign as the legal correspondent for the school.

Signature

July 26, 2013

Date

Dr. Chris Card

Printed Name

Appendixes

A. Current Articles of Incorporation
B. Current Bylaws
C. Budget Documents
    a) Budget Summary
    b) State Revenue Estimator
    c) 5 Year Budget
    d) Planning Year Cash Flow
    e) 1st Year Cash Flow
    f) CSU Budget Decisions
D. AAI Financial Letter of Support
E. Current Policy Manual
F. Job Descriptions
    a) Executive Director
    b) Principal
    c) Educational Coordinator
    d) Educational Assistant
    e) Receptionist
    f) Registrar
G. Employee Evaluation Systems
    a) Teacher Evaluation System
    b) Principal Evaluation System
H. Student Forms
    a) Student Individual Learning Plan
    b) Service Learning Plan
I. Sample contract with AAI from another school
J. CSSC Contract
K. AAI Standards Alignment

Appendix A: Current Articles of Incorporation

ARTICLES OF INCORPORTATION
OF
PIVOT EDUCATION, INC.
(A Not Florida Corporation)

THE UNDERSIGNED, as Incorporator and on behalf of a not-for-profit, non-stock corporation under the laws of the State of Florida, here by adopts the following Articles of Incorporation:

ARTICLE I
NAME

Section 1.1. The name of the corporation is Pivot Education, Inc., (the "Corporation").

ARTICLE II
DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

ARTICLE III
NON-STOCK CORPORATION

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not for Profit Corporation Act and may Issue of Certificates of Membership.

ARTICLE IV
PURPOSE

Section 4.1. The purposes for which the Corporation is organized is for transacting any all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to distribute the whole of any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations thereunder as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or nay private individual, shall be entitled to share In the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or Intervene In (Including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 4.5. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carries on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto as they now exist or as they may hereafter be amended, or by an organization contributions to which are deductable under Section 170(c)(2) of the internal Revenue Code and said Regulations as they now exist or as they may hereafter be amended.

Section 4.6. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation In such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section S01(c)(3) of the Internal Revenue Code of 1985 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes. Pursuant to Section 1002.33(8)(e), Florida Statutes, upon dissolution, all unencumbered public funds and property purchased with public funds, will revert to the ownership of the School District sponsor.

ARTICLE V
DIRECTORS

Section 5.1. The manner in which the directors are elected or appointed are set forth in the Bylaws.

Section 5.2. The initial Board of Directors shall consist of the following members elected in accordance with the Bylaws:

Name	**Address**
Chris Card	2805 W. San Rafael St. Tampa, Florida 33629
Wayne Folsom	754 Dusparc Circle Tallahassee, Florida 32312
Elizabeth VanAcker	5266 Beach Dr SE Apt B St. Petersburg, Florida 33705

Section 5.3. The term of office of an elected Director shall be one (L) year and shall expire, regardless of whether or not a successor shall have been duly elected and qualified. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the next elected Director.

ARTICLE VI
ADDRESS

Section 6.1. The street address of the principal office of this corporation in the State of Florida is:

2675 Winkler Ave., Suite 200Fort Myers, FL 33901

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

ARTICLE VII

REGISTERED AGENT AND REGISTERED OFFICE

Section 7.1. The registered agent and registered office of the Corporation shall be:

Name	Address
Jeffrey 5. Wood	One Financial Plaza, Suite 2602 Ft. Lauderdale, Florida 33394-1697

ARTICLE XIII
BYLAWS

Section 8.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

ARTICLE IX
INCORPORATOR

Section 9.1 The name and address of the Incorporator of this Corporation are as follows:

Name	Address
Jeffrey 5. Wood	One Financial Plaza, Suite 2602 Ft. Lauderdale, Florida 33394-1697

CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE FOR THE SERVICE OF PROCESS WITHIN THIS STATE, NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

In pursuance of Section 48.097 and Section 007.0501(3), Florida Statutes, the following is submitted in compliance with said Sections:

Pivot Education, Inc. desiring to organize under the laws of the State of Florida with its principal office as indicated in the Certificate of Incorporation, at the City of Bradenton, County of Manatee, State of Florida, has named Jeffrey S. Wood, located at One Financial Plaza, Suite 2602 in the City of Fort Lauderdale, County of Broward, State of Florida, as its agent to accept service of process within this State.

Appendix B: Current Bylaws

BY LAWS OF

OF

PIVOT EDUCATION, INC.
(A Not-For-Profit Florida Corporation)

ARTICLE I
NAME

Section 1.1. **Name.** The name of the Corporation shall be Pivot Education, Inc., (the "Corporation").

ARTICLE II
BOARD OF DIRECTORS

Section 2.1. **Management.** All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Boards direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than forty percent (40%) of the Board is present. The affirmative vote of not less than a majority of the then current board members at a duly noticed meeting shall be necessary for all actions by the Board relating to the following:

2.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;

2.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

2.1.3. Organization of a subsidiary or affiliate by the Corporation; and

2.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 2.2. **Number of Directors.** The initial Board shall consist of three (3). The number of Directors may be increased to no more than eighteen (18) and decreased to no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 2.3. **Nomination of Directors.** Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 2.4. **Election of Directors.** Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees.

Section 2.5. **Vacancies.** Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 2.6. **Resignation or Removal of Directors.** A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors. A Director who is an officer that has been removed as set forth in Section 4.7. is automatically removed as a committee member.

Section 2.7. **Compensation of Directors.** Directors will not receive compensation for services rendered in their capacities as Directors. The Corporation will follow Section 112.313(10) and 112.313(3), Florida Statutes, which prohibits an employee of a political subdivision in the State from also holding office as a member of the governing board, and which prohibits a public officer, acting in a private capacity, from selling goods or services to that person's agency.

Section 2.8. **Annual Meetings of the Board.** The annual meeting of the Board shall be held without other notice than this Bylaw during the second week of September of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 2.9. **Special Meetings.** Special meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 2.10. **Regular Meetings.** The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 2.11. **Quorum and Action of the Board.** Forty percent (40%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 2.12 **Parliamentary Authority.** Unless agreed to by a majority of the current Directors, the rules contained in *Robert's Rules of Order* shall govern the meetings of the Board.

ARTICLE III
OFFICERS

Section 3.1. **Number.** The Corporation may have a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation.

Section 3.2. **Election and Term of Office.** All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of three (3) years, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 3.3. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section *3*.4. **Resignation or Removal of officers.** An officer of the Corporation may resign at any time by tendering his resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 3.5. **President.** The President shall preside at all meetings of the Board. He or she shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He or she shall report as directed to the Board at each meeting. He or she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 3.6. **Vice-President.** The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 3.7. **Secretary.** The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, authenticate records of the Corporation and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 3.8. **Treasurer.** The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 3.9. **Other Officers.** Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 3.10. **Succession of Officers.** Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

3.10.1 The Vice President shall perform the services of the President.

3.10.2. Any other officer may perform the services of the Secretary in his or her absence.

3.10.3. The Secretary shall perform the services of the Treasurer.

3.10.4. The President shall perform the services of the Vice President.

Section 3.11. **Salaries.** Officers will not receive compensation for services rendered as officers of the Corporation. The Corporation will follow Section 112.313(10) and 112.313(3), Florida Statutes, which prohibits an employee of a political subdivision in the State from also holding office as a member of the

governing board, and which prohibits a public officer, acting in a private capacity, from selling goods or services to that person's agency.

ARTICLE IV
COMMITTEES OF THE BOARD

Section 4.1. **Committees of the Board.** The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall be made at the annual meeting of the Board. In addition, the President may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 4.2. **Standing Committees.** Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 4.3. **Special Committees.** Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 4.4. **Committee Members' Term of Office.** Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 4.5. **Committee Meetings.** Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) weeks prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 4.6. **Resignation or Removal of Committee Members.** A member of any committee may resign at any time by tendering his resignation in writing to the President of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee. A director who is a member of a committee that has been removed as set forth in Section 4.6. above is automatically removed as a committee member.

ARTICLE V
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 5.1. **Indemnification.** The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal

thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 5.2. **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VI
CONTRACTS. CHECKS. DEPOSIT BOOKS AND RECORDS

Section 6.1. **Contracts.** The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 6.2. **Loans.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 6.3. **Checks. Drafts, Etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 6.4. **Deposits.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 6.5. **Conflicts of Interest.** The Board will adopt a Policy on Conflicts of Interest.

Section 6.6. **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 6.7. **Financial Statements.** Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE XII
FISCAL YEAR

Section 7.1. **Fiscal Year.** The fiscal year of the Corporation shall end on July 1 of each year.

ARTICLE XIII

CORPORATE SEAL

Section 8.1. **Corporate Seal.** The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal."

ARTICLE IX
NOTICE

Section 9.1. **General.** Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope, transmitting by facsimile or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation. The notice shall be effective as set forth in Florida Statutes Section 617.0141.

Section 9.2. **Waiver.** Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE X
AMENDMENTS

Section 10.1. **By Directors.** These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Pivot Education, Inc, a Florida not-for-profit corporation; that these bylaws, consisting of eight (8) pages including this page, are the bylaws of this corporation as adopted by the Board of Directors on October 9, 2012; and that these bylaws have not been amended or modified since that date.

Appendix C: Budget Documents

a) Budget Summary
b) State Revenue Estimator
c) 5 Year Budget
d) Planning Year Cash Flow
e) 1st Year Cash Flow
f) CSU Budget Decisions

Pivot Charter School's Five Year Budget Projections
Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
3300 - State Funding	$ -	$ 1,467,666	$ 1,775,704	$ 2,063,719	$ 2,357,748	$ 2,658,720
3400 - Transportation	$ -	$ 28,766	$ 34,902	$ 40,801	$ 46,829	$ 52,990
3700 - Interest on Loans	$ 450,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 450,000**	**$ 1,496,432**	**$ 1,810,606**	**$ 2,104,520**	**$ 2,404,578**	**$ 2,711,710**
Expenses						
5000 Functions - Academic Programs						
100s - Salaries	$ -	$ 297,000	$ 348,720	$ 435,116	$ 539,509	$ 546,244
200s - Employee Costs	$ -	$ 63,021	$ 72,692	$ 93,521	$ 112,976	$ 114,047
300s - Services and Contracts	$ -	$ 4,680	$ 5,909	$ 7,161	$ 8,438	$ 9,740
500s - Supplies and Materials	$ -	$ 14,560	$ 17,886	$ 21,105	$ 24,412	$ 27,807
600s - Capitalized Expenses	$ 249,500	$ -	$ -	$ -	$ 18,750	$ 75,000
700s - Other Miscellaneous Costs	$ -	$ 4,906	$ 5,811	$ 7,306	$ 9,107	$ 9,402
Total 5000's Academic Programs	**$ 249,500**	**$ 384,167**	**$ 451,018**	**$ 564,210**	**$ 713,192**	**$ 782,240**
6000 Functions - Support and Student Services						
100s - Salaries	$ -	$ 10,000	$ 31,630	$ 44,558	$ 45,895	$ 47,271
200s - Employee Costs	$ -	$ 890	$ 5,330	$ 8,818	$ 8,977	$ 9,141
300s - Services and Contracts	$ -	$ 248,900	$ 318,536	$ 391,928	$ 472,985	$ 562,362
700s - Other Miscellaneous Costs	$ -	$ -	$ 368	$ 757	$ 780	$ 804
Total 6000's Support and Student Services	**$ -**	**$ 259,790**	**$ 355,864**	**$ 446,062**	**$ 528,637**	**$ 619,578**
7000 - Administrative Services (excluding 7900 Facilities)						
100s - Salaries	$ 21,250	$ 117,520	$ 128,832	$ 132,697	$ 136,678	$ 140,779
200s - Employee Costs	$ 3,570	$ 22,871	$ 25,879	$ 26,339	$ 26,813	$ 27,301
300s - Services and Contracts	$ 42,000	$ 109,192	$ 149,615	$ 166,646	$ 184,149	$ 201,452
500s - Supplies and Materials	$ -	$ 4,928	$ 6,081	$ 7,210	$ 8,383	$ 9,595
600s - Capitalized Expenses	$ 15,500	$ 5,896	$ 4,606	$ 4,810	$ 5,022	$ 5,245
700s - Other Miscellaneous Costs	$ 86,204	$ 156,628	$ 165,976	$ 167,313	$ 168,690	$ 170,105
Total 7000's Administrative Services	**$ 168,524**	**$ 417,035**	**$ 480,990**	**$ 505,017**	**$ 529,734**	**$ 554,477**
7900 - Facilities Operations						
300s - Services and Contracts	$ -	$ 276,010	$ 284,306	$ 292,732	$ 301,420	$ 310,332
400s - Power Services	$ -	$ 15,750	$ 16,065	$ 16,386	$ 16,714	$ 17,048
500s - Supplies and Materials	$ -	$ 2,240	$ 2,764	$ 3,277	$ 3,810	$ 4,362
600s - Capitalized Expenses	$ -	$ -	$ -	$ 5,100	$ 5,202	$ 5,306
Total 7900 Facilities Operations	**$ -**	**$ 294,000**	**$ 303,135**	**$ 317,496**	**$ 327,145**	**$ 337,049**
Reserve Fund	$ -	$ 67,892	$ 83,292	$ 98,159	$ 113,446	$ 77,496
Total Expenses	**$ 418,024**	**$ 1,422,884**	**$ 1,674,297**	**$ 1,930,943**	**$ 2,212,154**	**$ 2,370,840**
Net Revenue	**$ 31,976**	**$ 73,548**	**$ 136,309**	**$ 173,577**	**$ 192,423**	**$ 340,870**

Revenue Estimate Worksheet for Pivot Charter School

Based on the First Calculation of the FEFP 2013-14

School District: Sarasota **2013**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0010

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	$ -
102 Basic 4-8	48.00	1.000	48.0000	$ 180,291
112 Basic 4-8 with ESE Services	9.00	1.000	9.0000	$ 33,804
103 Basic 9-12	139.00	1.011	140.5290	$ 527,834
113 Basic 9-12 with ESE Services	21.00	1.011	21.2310	$ 79,745
254 ESE Level 4 *(Grade Level PK-3)*	0.00	3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*	0.00	3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*	0.00	3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*	0.00	5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*	0.00	5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*	0.00	5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	3.00	1.145	3.4350	$ 12,902
130 ESOL *(Grade Level 9-12)*	4.00	1.145	4.5800	$ 17,203
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**224.00**		226.7750	**$ 851,779**

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,028	$ -
0.00	PK-3	252	$ 3,318	$ -
0.00	PK-3	253	$ 6,771	$ -
9.00	4-8	251	$ 1,152	$ 10,368
0.00	4-8	252	$ 3,442	$ -
0.00	4-8	253	$ 6,895	$ -
21.00	9-12	251	$ 820	$ 17,220
0.00	9-12	252	$ 3,110	$ -
0.00	9-12	253	$ 6,563	$ -
Total FTE with ESE Services 30.00			**Total from ESE Guarantee**	**$ 27,588**

3. Supplemental Academic Instruction:

		Per Student	
District SAI Allocation	$ 8,348,718		
divided by district FTE	41,011.15	$ 204	$ 45,696
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI $ 925,063

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X DCD	X Allocation factors		
PK - 3	0.0000	1.0010	1320.15	=	0
4-8	60.4350	1.0010	900.48	=	54,475
9-12	166.3400	1.0010	902.65	=	150,297
Total *	226.7750				

Total Class Size Reduction Funds $ 204,772

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	**226.7750**	**by district's WFTE:**	**45,094.47**			
to obtain school's WFTE share.				**0.5029%**		
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	**224.00**	**by district's UFTE:**	**41,011.15**			
to obtain school's UFTE share.				**0.5462%**		

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		**(a)**	**1,129,308**	**x**	**0.5029%**	**$ 5,679**
Applicable to all Charter Schools:						
Declining Enrollment	**0**					
Sparsity Supplement	**0**					
Program Related Requirements:						
Safe Schools	**1,129,308**					
Lab School Discretionary	**0**					
8. Discretionary Local Effort (WFTE share)		**(d)**	**30,368,223**	**x**	**0.5029%**	**$ 152,722**
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		**(b)**	**0**	**x**	**0.5462%**	**$ -**
10. Proration to Funds Available (WFTE share)		**(a)**	**0**	**x**	**0.5029%**	**$ -**
11. Discretionary Lottery (WFTE share)		**(a)**	**0**	**x**	**0.5029%**	**$ -**
12. Instructional Materials Allocation (UFTE share)		**(b)**	**3,217,273**	**x**	**0.5462%**	**$ 17,573**
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		**(e)**				
Enter All Riders			**56.00**	**x**	**##########**	**$ 19,880**
Enter ESE Student Riders			**6.00**	**x**	**##########**	**$ 8,184**
14. Teacher Salary Allocation (WFTE share)		**(j)**	**7,394,444**	**x**	**0.5029%**	**$ 37,187**
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		**(g)**				
17. Performance Pay Plan						
					Total	**$ 1,371,060**

18. Funding for the purpose of calculating the administrative fee for ESE Charters.	**(h)**	
If you have more than a 75% ESE student population please place a 1 in the following box:		**$ -**

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Pivot Charter School's Five Year Budget Projections

Complete Budget - Sarasota County

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Students	241	291	338	385	432
Budgetted Students	224	271	315	359	403

Income Estimates

Func	Obj	Desription	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
FEFP Calculations								
	3310	FEFP - Base Funding		$ 851,779	$ 1,046,220	$ 1,233,672	$ 1,426,513	$ 1,624,861
	3310	FEFP - ESE Gurantee		$ 27,588	$ 32,508	$ 37,272	$ 42,036	$ 46,800
	3310	FEFP - Supplemental Academic Instruction		$ 45,696	$ 56,113	$ 66,202	$ 76,581	$ 87,257
	3310	FEFP - Class Size Reductions		$ 204,772	$ 251,454	$ 296,664	$ 343,175	$ 391,014
	3310	FEFP - Other FEFP (WFTE Share)		$ 5,679	$ 6,974	$ 8,227	$ 9,517	$ 10,844
	3310	FEFP - Discretionary Local Effort		$ 152,722	$ 187,538	$ 221,257	$ 255,945	$ 291,624
	3310	FEFP - Discretionary Millage Compression		$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Instructional Materials Allocation		$ 17,573	$ 21,579	$ 25,459	$ 29,450	$ 33,556
	3310	FEFP - Teacher Salary Allocation		$ 37,187	$ 45,664	$ 53,875	$ 62,321	$ 71,009
	3492	Transportation (All Riders)		$ 19,880	$ 24,502	$ 28,893	$ 33,409	$ 38,055
	3492	Transportation (ESE Student Riders)		$ 8,184	$ 9,548	$ 10,912	$ 12,276	$ 13,640
Other Income								
	3397	Capital Outlay Funds	$ -	$ 138,600	$ 144,776	$ 141,332	$ 135,663	$ 128,515
	3720	Financing / Loan Proceeds	$ 450,000	$ -	$ -	$ -	$ -	$ -
		Total Income	**$ 450,000**	**$ 1,509,660**	**$ 1,826,876**	**$ 2,123,765**	**$ 2,426,887**	**$ 2,737,174**

Expense Estimates

Function 5100 - Basic Instruction								
5100	120	Classroom Teacher Salaries	$ -	$ 252,000	$ 302,820	$ 311,905	$ 413,051	$ 425,442
5100	130	Other Certified Staff Member	$ -	$ -	$ -	$ 44,558	$ 45,895	$ 47,271
5100	160	Other Support Personnel	$ -	$ 35,000	$ 35,900	$ 68,654	$ 70,564	$ 72,531
5100	210	Retirement	$ -	$ 12,201	$ 13,899	$ 18,271	$ 21,677	$ 21,843
5100	220	FICA	$ -	$ 21,956	$ 25,912	$ 32,521	$ 40,507	$ 41,711
5100	240	Worker's Compensation	$ -	$ 3,588	$ 4,234	$ 5,314	$ 6,619	$ 6,816
5100	250	Unemployment Compensation	$ -	$ 1,728	$ 1,944	$ 2,592	$ 3,024	$ 3,024
5100	290	Other Employee Benefits	$ -	$ 22,659	$ 25,813	$ 33,932	$ 40,258	$ 40,565

5100	510	Supplies	$	-	$	11,200	$	13,550	$	15,750	$	17,950	$	20,150
5100	621	AV Materials-Capitalized	$	12,000	$	-	$	-	$	-	$	-	$	-
5100	641	Furniture, Fixtures-Capitalized	$	50,000	$	-	$	-	$	-	$	-	$	-
5100	643	Computer Hardware-Capitalized	$	187,500	$	-	$	-	$	-	$	18,750	$	75,000
5100	730	Dues and Fees	$	-	$	112	$	138	$	164	$	190	$	218
5100	750	Other Personnel Services	$	-	$	4,794	$	5,673	$	7,142	$	8,917	$	9,184
		5100 Sub Total	**$**	**249,500**	**$**	**365,237**	**$**	**429,883**	**$**	**540,803**	**$**	**687,401**	**$**	**763,754**
Function 5200 - Exceptional Education														
5200	160	Other Support Personnel	$	-	$	10,000	$	10,000	$	10,000	$	10,000	$	1,000
5200	220	FICA	$	-	$	765	$	765	$	765	$	765	$	77
5200	240	Worker's Compensation	$	-	$	125	$	125	$	125	$	125	$	13
5200	310	Professional and Technical Services	$	-	$	4,680	$	5,909	$	7,161	$	8,438	$	9,740
5200	510	Supplies	$	-	$	3,360	$	4,336	$	5,355	$	6,462	$	7,657
		5200 Sub Total	**$**	**-**	**$**	**18,930**	**$**	**21,135**	**$**	**23,406**	**$**	**25,790**	**$**	**18,486**
Function 6100 - Pupil Services														
6100	130	Other Certified Staff Member	$	-	$	-	$	21,630	$	44,558	$	45,895	$	47,271
6100	160	Other Support Personnel	$	-	$	10,000	$	10,000	$	-	$	-	$	-
6100	210	Retirement	$	-	$	-	$	805	$	1,623	$	1,637	$	1,651
6100	220	FICA	$	-	$	765	$	2,420	$	3,409	$	3,511	$	3,616
6100	240	Worker's Compensation	$	-	$	125	$	395	$	557	$	574	$	591
6100	250	Unemployment Compensation	$	-	$	-	$	216	$	216	$	216	$	216
6100	290	Other Employee Benefits	$	-	$	-	$	1,494	$	3,014	$	3,040	$	3,067
6100	750	Other Personnel Services	$	-	$	-	$	368	$	757	$	780	$	804
		6100 Sub Total	**$**	**-**	**$**	**10,890**	**$**	**37,328**	**$**	**54,134**	**$**	**55,652**	**$**	**57,216**
Function 6200 - Instructional Media Services														
Function 6300 - Instructional/Curriculum Development														
6300	390	Other Purchased Services	$	-	$	246,400	$	315,986	$	389,327	$	470,332	$	559,656
		6300 Sub Total	**$**	**-**	**$**	**246,400**	**$**	**315,986**	**$**	**389,327**	**$**	**470,332**	**$**	**559,656**
Function 6400 - Instructional Staff Training														
6400	310	Professional and Technical Services	$	-	$	2,500	$	2,550	$	2,601	$	2,653	$	2,706
		6400 Sub Total	**$**	**-**	**$**	**2,500**	**$**	**2,550**	**$**	**2,601**	**$**	**2,653**	**$**	**2,706**
Function 6500 - Instructional-Related Technology														
Function 7100 - Board														
7100	310	Professional and Technical Services	$	2,000	$	2,000	$	2,000	$	2,000	$	2,000	$	2,000
7100	320	Insurance and Bond Premiums	$	-	$	6,720	$	8,293	$	9,832	$	11,429	$	13,087
		7100 Sub Total	**$**	**2,000**	**$**	**8,720**	**$**	**10,293**	**$**	**11,832**	**$**	**13,429**	**$**	**15,087**
Function 7200 - General / District Administration														

7200	730	Dues and Fees	$ -	$ 68,553	$ 77,588	$ 78,668	$ 79,778	$ 80,914
		7200 Sub Total	**$ -**	**$ 68,553**	**$ 77,588**	**$ 78,668**	**$ 79,778**	**$ 80,914**
Function 7300 - School Administration								
7300	110	Administrator Salaries	$ 21,250	$ 85,000	$ 87,550	$ 90,177	$ 92,882	$ 95,668
7300	160	Other Support Personnel	$ -	$ 32,520	$ 41,282	$ 42,521	$ 43,796	$ 45,110
7300	210	Retirement	$ 512	$ 4,121	$ 4,818	$ 4,858	$ 4,900	$ 4,943
7300	220	FICA	$ 1,626	$ 8,990	$ 9,856	$ 10,151	$ 10,456	$ 10,770
7300	240	Worker's Compensation	$ 266	$ 1,469	$ 1,610	$ 1,659	$ 1,708	$ 1,760
7300	250	Unemployment Compensation	$ 216	$ 636	$ 648	$ 648	$ 648	$ 648
7300	290	Other Employee Benefits	$ 951	$ 7,654	$ 8,947	$ 9,023	$ 9,100	$ 9,180
7300	310	Professional and Technical Services	$ -	$ 23,072	$ 55,029	$ 63,983	$ 72,942	$ 81,910
7300	360	Rentals	$ -	$ 3,136	$ 3,794	$ 4,410	$ 5,385	$ 6,045
7300	370	Communications	$ 5,000	$ 1,624	$ 2,005	$ 2,375	$ 2,761	$ 3,164
7300	390	Other Purchased Services	$ 35,000	$ 2,240	$ 2,764	$ 3,276	$ 3,809	$ 4,360
7300	510	Supplies	$ -	$ 4,928	$ 6,081	$ 7,210	$ 8,383	$ 9,595
7300	641	Furniture, Fixtures-Capitalized	$ 7,500	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000
7300	643	Computer Hardware-Capitalized	$ 3,000	$ -	$ -	$ -	$ -	$ -
7300	644	Computer Hardware (Non Capitalized)	$ -	$ 896	$ 1,106	$ 1,310	$ 1,522	$ 1,745
7300	690	Computer Software	$ 5,000	$ 5,000	$ 2,500	$ 2,500	$ 2,500	$ 2,500
7300	730	Dues and Fees	$ -	$ 896	$ 1,106	$ 1,310	$ 1,522	$ 1,745
7300	750	Other Personnel Services	$ 361	$ 1,998	$ 2,190	$ 2,256	$ 2,324	$ 2,393
		7300 Sub Total	**$ 80,681**	**$ 184,181**	**$ 232,287**	**$ 248,667**	**$ 265,638**	**$ 282,537**
Function 7500 - Fiscal Services								
7500	310	Professional and Technical Services	$ -	$ 29,900	$ 34,825	$ 39,457	$ 44,095	$ 48,741
7500	720	Interest Payment / Debt Service	$ 85,843	$ 85,843	$ 85,843	$ 85,843	$ 85,843	$ 85,843
		7500 Sub Total	**$ 85,843**	**$ 115,743**	**$ 120,668**	**$ 125,300**	**$ 129,938**	**$ 134,584**
Function 7600 - Food Services								
Function 7800 - Pupil Transportation								
7800	390	Other Purchased Services	$ -	$ 40,500	$ 40,905	$ 41,314	$ 41,728	$ 42,145
		7800 Sub Total	**$ -**	**$ 40,500**	**$ 40,905**	**$ 41,314**	**$ 41,728**	**$ 42,145**
Function 7900 - Operation of Plant								
7900	320	Insurance and Bond Premiums	$ -	$ 6,750	$ 6,885	$ 7,023	$ 7,163	$ 7,306
7900	350	Repairs and Maintenance	$ -	$ 2,500	$ 2,575	$ 2,652	$ 2,732	$ 2,814
7900	360	Rentals	$ -	$ 255,000	$ 261,375	$ 267,909	$ 274,607	$ 281,472
7900	370	Communications	$ -	$ 6,160	$ 7,602	$ 9,012	$ 10,477	$ 11,996
7900	390	Other Purchased Services	$ -	$ 5,600	$ 5,869	$ 6,135	$ 6,441	$ 6,744
7900	430	Electricity	$ -	$ 15,750	$ 16,065	$ 16,386	$ 16,714	$ 17,048
7900	510	Supplies	$ -	$ 2,240	$ 2,764	$ 3,277	$ 3,810	$ 4,362

7900	680	Remodeling/Renovations	$ -	$ -	$ -	$ 5,100	$ 5,202	$ 5,306
		7900 Sub Total	**$ -**	**$ 294,000**	**$ 303,135**	**$ 317,496**	**$ 327,145**	**$ 337,049**
Function 9100 - Community Service								
		Reserve Fund	$ -	$ 68,553	$ 84,105	$ 99,122	$ 114,561	$ 78,260
		Total Expenses	**$ 418,024**	**$ 1,424,207**	**$ 1,675,861**	**$ 1,932,669**	**$ 2,214,047**	**$ 2,372,394**
		Total Income	**$ 450,000**	**$ 1,509,660**	**$ 1,826,876**	**$ 2,123,765**	**$ 2,426,887**	**$ 2,737,174**
		Net Revenue	**$ 31,976**	**$ 85,453**	**$ 151,015**	**$ 191,096**	**$ 212,840**	**$ 364,780**
		Cash On Hand	**$ 31,976**	**$ 117,429**	**$ 268,444**	**$ 459,540**	**$ 672,380**	**$ 1,037,160**

Pivot Charter School's Five Year Budget Projections
Planning Year Cash Flow Estimates

Func	Obj	Desription	Planning Year Total		Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Other Income											
	3720	Financing / Loan Proceeds	$ 450,000		$ 450,000	$ -	$ -	$ -	$ -	$ -	$ -
		Total Income	**$ 450,000**		**$ 450,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Expense Estimates											
Function 5100 - Basic Instruction											
5100	621	AV Materials-Capitalized	$ 12,000		$ -	$ -	$ -	$ -	$ -	$ -	$ 12,000
5100	641	Furniture, Fixtures-Capitalized	$ 50,000		$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000
5100	643	Computer Hardware-Capitalized	$ 187,500		$ -	$ -	$ -	$ -	$ -	$ -	$ 187,500
		5100 Sub Total	**$ 249,500**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 249,500**
Function 7100 - Board											
7100	310	Professional and Technical Services	$ 2,000		$ 1,000	$ 166.67	$ 167	$ 167	$ 167	$ 167	$ 167
		7100 Sub Total	**$ 2,000**		**$ 1,000**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**
Function 7300 - School Administration											
7300	110	Administrator Salaries	$ 21,250		$ -	$ -	$ -	$ -	$ 7,083.33	$ 7,083	$ 7,083
7300	210	Retirement	$ 512		$ -	$ -	$ -	$ -	$ 170.63	$ 171	$ 171
7300	220	FICA	$ 1,626		$ -	$ -	$ -	$ -	$ 541.88	$ 542	$ 542
7300	240	Worker's Compensation	$ 266		$ -	$ -	$ -	$ -	$ 88.54	$ 89	$ 89
7300	250	Unemployment Compensation	$ 216		$ -	$ -	$ -	$ -	$ 72.00	$ 72	$ 72
7300	290	Other Employee Benefits	$ 951		$ -	$ -	$ -	$ -	$ 316.88	$ 317	$ 317
7300	370	Communications	$ 5,000		$ -	$ -	$ 2,500	$ -	$ 833.33	$ 833	$ 833
7300	390	Other Purchased Services	$ 35,000		$ 15,000	$ 10,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
7300	641	Furniture, Fixtures-Capitalized	$ 7,500		$ -	$ -	$ -	$ -	$ 3,750	$ -	$ 3,750
7300	643	Computer Hardware-Capitalized	$ 3,000		$ -	$ -	$ -	$ -	$ 3,000	$ -	$ -
7300	690	Computer Software	$ 5,000		$ -	$ -	$ -	$ -	$ 1,666.67	$ 1,667	$ 1,667
7300	750	Other Personnel Services	$ 361		$ -	$ -	$ -	$ -	$ 120.42	$ 120	$ 120
		7300 Sub Total	**$ 80,681**		**$ 15,000**	**$ 10,000**	**$ 4,500**	**$ 2,000**	**$ 19,644**	**$ 12,894**	**$ 16,644**
Function 7500 - Fiscal Services											
7500	720	Interest Payment / Debt Service	$ 85,843		$ -	$ 14,307.14	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307
		7500 Sub Total	**$ 85,843**		**$ -**	**$ 14,307**	**$ 14,307**	**$ 14,307**	**$ 14,307**	**$ 14,307**	**$ 14,307**
		Total Expenses	**$ 418,024**		**$ 16,000**	**$ 24,474**	**$ 18,974**	**$ 16,474**	**$ 34,117**	**$ 27,367**	**$ 280,617**
		Total Income	**$ 450,000**		**$ 450,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
		Net Revenue	**$ 31,976**		**$ 434,000**	**$ (24,474)**	**$ (18,974)**	**$ (16,474)**	**$ (34,117)**	**$ (27,367)**	**$ (280,617)**
		Cash On Hand	**$ 31,976**		**$ 434,000**	**$ 409,526**	**$ 390,552**	**$ 374,079**	**$ 339,961**	**$ 312,594**	**$ 31,976**

Pivot Charter School's Five Year Budget Projections

Year 1 Cash Flow Estimates

Func	Obj	Desription	Year 1 Total	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
FEFP Calculations															
	3310	FEFP - Base Funding	$ 851,779	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982	$ 70,982
	3310	FEFP - ESE Gurantee	$ 27,588	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299	$ 2,299
	3310	FEFP - Supplemental Academic Instruction	$ 45,696	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808	$ 3,808
	3310	FEFP - Class Size Reductions	$ 204,772	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064	$ 17,064
	3310	FEFP - Other FEFP (WFTE Share)	$ 5,679	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473
	3310	FEFP - Discretionary Local Effort	$ 152,722	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727	$ 12,727
	3310	FEFP - Discretionary Millage Compression	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Instructional Materials Allocation	$ 17,573	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464	$ 1,464
	3310	FEFP - Teacher Salary Allocation	$ 37,187	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099	$ 3,099
	3492	Transportation (All Riders)	$ 19,880	$ -	$ -	$ 1,988	$ 1,988	$ 1,988	$ 1,988	$ 1,988	$ 1,988	$ 1,988	$ 1,988	$ 1,988	$ 1,988
	3492	Transportation (ESE Student Riders)	$ 8,184	$ -	$ -	$ 818	$ 818	$ 818	$ 818	$ 818	$ 818	$ 818	$ 818	$ 818	$ 818
Other Income															
	3397	Capital Outlay Funds	$ 138,600	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550	$ 11,550
		Total Income	**$ 1,509,660**	**$ 123,466**	**$ 123,466**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**
Expense Estimates															
Function 5100 - Basic Instruction															
5100	120	Classroom Teacher Salaries	$ 252,000	$ -	$ -	$ 25,200	$ 25,200	$ 25,200	$ 25,200	$ 25,200	$ 25,200	$ 25,200	$ 25,200	$ 25,200	$ 25,200
5100	160	Other Support Personnel	$ 35,000	$ -	$ -	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500
5100	210	Retirement	$ 12,201	$ -	$ -	$ 1,220	$ 1,220	$ 1,220	$ 1,220	$ 1,220	$ 1,220	$ 1,220	$ 1,220	$ 1,220	$ 1,220
5100	220	FICA	$ 21,956	$ -	$ -	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196
5100	240	Worker's Compensation	$ 3,588	$ -	$ -	$ 359	$ 359	$ 359	$ 359	$ 359	$ 359	$ 359	$ 359	$ 359	$ 359
5100	250	Unemployment Compensation	$ 1,728	$ -	$ -	$ 173	$ 173	$ 173	$ 173	$ 173	$ 173	$ 173	$ 173	$ 173	$ 173
5100	290	Other Employee Benefits	$ 22,659	$ -	$ -	$ 2,266	$ 2,266	$ 2,266	$ 2,266	$ 2,266	$ 2,266	$ 2,266	$ 2,266	$ 2,266	$ 2,266
5100	510	Supplies	$ 11,200	$ 4,200	$ 4,200	$ 280	$ 280	$ 280	$ 280	$ 280	$ 280	$ 280	$ 280	$ 280	$ 280
5100	730	Dues and Fees	$ 112	$ -	$ -	$ 11	$ 11	$ 11	$ 11	$ 11	$ 11	$ 11	$ 11	$ 11	$ 11
5100	750	Other Personnel Services	$ 4,794	$ -	$ -	$ 479	$ 479	$ 479	$ 479	$ 479	$ 479	$ 479	$ 479	$ 479	$ 479
		5100 Sub Total	**$ 365,237**	**$ 4,200**	**$ 4,200**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**	**$ 35,684**
Function 5200 - Exceptional Education															
5200	160	Other Support Personnel	$ 10,000	$ -	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
5200	220	FICA	$ 765	$ -	$ -	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77
5200	240	Worker's Compensation	$ 125	$ -	$ -	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13
5200	310	Professional and Technical Services	$ 4,680	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390	$ 390
5200	510	Supplies	$ 3,360	$ 1,260	$ 1,260	$ 84	$ 84	$ 84	$ 84	$ 84	$ 84	$ 84	$ 84	$ 84	$ 84
		5200 Sub Total	**$ 18,930**	**$ 1,650**	**$ 1,650**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**	**$ 1,563**
Function 6100 - Pupil Services															
6100	160	Other Support Personnel	$ 10,000	$ -	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
6100	220	FICA	$ 765	$ -	$ -	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77	$ 77
6100	240	Worker's Compensation	$ 125	$ -	$ -	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13
		6100 Sub Total	**$ 10,890**	**$ -**	**$ -**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**	**$ 1,089**
Function 6300 - Instructional/Curriculum Development															
6300	390	Other Purchased Services	$ 246,400	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533	$ 20,533
		6300 Sub Total	**$ 246,400**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**	**$ 20,533**
Function 6400 - Instructional Staff Training															
6400	310	Professional and Technical Services	$ 2,500	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208
		6400 Sub Total	**$ 2,500**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**
Function 7100 - Board															
7100	310	Professional and Technical Services	$ 2,000	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167
7100	320	Insurance and Bond Premiums	$ 6,720	$ 3,360	$ 3,360	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7100 Sub Total	**$ 8,720**	**$ 3,527**	**$ 3,527**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**	**$ 167**
Function 7200 - General / District Administration															

7200	730	Dues and Fees	$ 68,553	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713	$ 5,713
		7200 Sub Total	**$ 68,553**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**	**$ 5,713**
Function 7300 - School Administration																						
7300	110	Administrator Salaries	$ 85,000	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083	$ 7,083
7300	160	Other Support Personnel	$ 32,520	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710	$ 2,710
7300	210	Retirement	$ 4,121	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343	$ 343
7300	220	FICA	$ 8,990	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749
7300	240	Worker's Compensation	$ 1,469	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122	$ 122
7300	250	Unemployment Compensation	$ 636	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53
7300	290	Other Employee Benefits	$ 7,654	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638	$ 638
7300	310	Professional and Technical Services	$ 23,072	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923	$ 1,923
7300	360	Rentals	$ 3,136	$ -	$ -	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314	$ 314
7300	370	Communications	$ 1,624	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135	$ 135
7300	390	Other Purchased Services	$ 2,240	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187
7300	510	Supplies	$ 4,928	$ 1,848	$ 1,848	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123
7300	644	Computer Hardware (Non Capitalized)	$ 896	$ 448	$ 448	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	690	Computer Software	$ 5,000	$ 1,875	$ 1,875	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125
7300	730	Dues and Fees	$ 896	$ -	$ -	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90
7300	750	Other Personnel Services	$ 1,998	$ -	$ -	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
		7300 Sub Total	**$ 184,181**	**$ 18,115**	**$ 18,115**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**	**$ 14,795**
Function 7500 - Fiscal Services																						
7500	310	Professional and Technical Services	$ 29,900	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 11,213	$ 11,213
7500	720	Interest Payment / Debt Service	$ 85,843	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154	$ 7,154
		7500 Sub Total	**$ 115,743**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 7,901**	**$ 18,366**	**$ 18,366**
Function 7800 - Pupil Transportation																						
7800	390	Other Purchased Services	$ 40,500	$ -	$ -	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050
		7800 Sub Total	**$ 40,500**	**$ -**	**$ -**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**
Function 7900 - Operation of Plant																						
7900	320	Insurance and Bond Premiums	$ 6,750	$ 3,375	$ 3,375	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	350	Repairs and Maintenance	$ 2,500	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208
7900	360	Rentals	$ 255,000	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250	$ 21,250
7900	370	Communications	$ 6,160	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513	$ 513
7900	390	Other Purchased Services	$ 5,600	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467	$ 467
7900	430	Electricity	$ 15,750	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313	$ 1,313
7900	510	Supplies	$ 2,240	$ 840	$ 840	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56	$ 56
		7900 Sub Total	**$ 294,000**	**$ 27,966**	**$ 27,966**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**	**$ 23,807**
	0	Reserve Fund	$ 68,553	$ -	$ -	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855	$ 6,855
		Total Expenses	**$ 1,424,207**	**$ 89,813**	**$ 89,813**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 122,365**	**$ 132,830**	**$ 132,830**
		Total Income	**$ 1,509,660**	**$ 123,466**	**$ 123,466**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**	**$ 126,273**
		Net Revenue	**$ 85,453**	**$ 33,653**	**$ 33,653**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ 3,908**	**$ (6,557)**	**$ (6,557)**
		Cash On Hand	**$ 117,429**	**$ 33,653**	**$ 67,307**	**$ 71,214**	**$ 75,122**	**$ 79,030**	**$ 82,937**	**$ 86,845**	**$ 90,753**	**$ 94,660**	**$ 98,568**	**$ 92,010**	**$ 85,453**							

Welcome to the Florida Charter School Budget Template

July 22, 2013
Version 1.12

This template has been developed to assist charter schools develop a comprehensive budget, both currently existing schools and those who are applying to start a new school. The tool has been developed to walk the user step by step through a variety of specific questions. The questions have been written in such a way so as to allow anyone from the most experienced charter school leader to a new Board member to walk through the process and develop a complete budget.

As you enter questions throughout the survey the bottom line of the budget will automatically be updated. At the top of each sheet you will see an "Ongoing Budget Totals" block which will give you the current income, expenses and bottom line for each year of the budget. This will allow you make sure you are maintaining a budget which is in the black.

For additional support on how to use this tool, please login to
http://flcsu.org/moodle/login
and then go to the "Budget Template Tool" area

Before we begin, we need some basic information about your school.

Select Which District your School Is In:	58-Sarasota	← Click the cell, and then click the arrow next to it to select your district.
What is the name of your school:	Pivot Charter School	← Type in the name of your school here.

We recommend that you go through each tab of this tool and answer all of the questions on how you would ideally like to operate your school, without paying too much attention to the bottom line during the first time through. This will help you to become familiar with the various options and all of the types of expenses and income you can adjust. Then, once you have completely read through and answered all of the questions, go back and change your answers as necessary to balance the budget, this time paying attention to the bottom line and trying to ensure you have a balanced budget.

The tool has multiple pages (or tabs), each page focuses on a different area. Be sure to use go through each sheet of the workbook (by clicking on the tabs along the bottom). The tool is color coded with general information that you should be aware of:

Any cell that is this color contains a comment, hover your mouse over the cell to read the comment.	Any cell that is this color is information you can change. As you change the information it will update the overall budget estimates automatically.	Blue text are instructions and information describing the questions and concepts being asked about.	Any where the calculator requires a specific response (such as functions or budget numbers) there is a drop down list, click on the cell and the arrow next to it to select the approriate option.

Grey italicized numbers show the results of the decisions you make as you go along.

Once you are complete with this tool, and your Board has approved the budget, we recommended that you keep this file so that you are able to see how you calculated each item of your budget. If you are using this to develop a charter application, the answers here can help to justify your application and provide information to use in your budget narrative. You may want to send this entire spreadsheet to your district for your budget, so that they are able to see the logic behind your budget. You are not bound to the specific decisions as part of this survey, you are only approving the overall budget, which is on the "Complete Budget" page. Sharing the decisions simply helps the district to understand your reasoning and offer suggestions if necessary.

If you have questions about the tool itself, you may contact the Charter Support Unit by visiting flcsu.org, calling (727) 286-3185 or by emailing cfuller@flcsu.org.

District Message

No district message available.

Enrollment and Staffing Page

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 450,000	$ 1,509,660	$ 1,826,876	$ 2,123,765	$ 2,426,887	$ 2,737,174
Estimated Expense	$ 418,024	$ 1,424,207	$ 1,675,861	$ 1,932,669	$ 2,214,047	$ 2,372,394
Net Revenue	$ 31,976	$ 85,453	$ 151,015	$ 191,096	$ 212,840	$ 364,780
Cash Balance	$ 31,976	$ 117,429	$ 268,444	$ 459,540	$ 672,380	$ 1,037,160

Enrollment Estimates

	Students Per Class	Number of Classes Per Grade Level				
		Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	0	0	0	0	0
1st Grade	18	0	0	0	0	0
2nd Grade	18	0	0	0	0	0
3rd Grade	18	0	0	0	0	0
4th Grade	22	0	0	0	0	0
5th Grade	22	0	0	0	0	0
6th Grade	22	1	1	2	2	2
7th Grade	22	1	1	1	2	2
8th Grade	22	1	1	1	1	2
9th Grade	25	2	3	3	3	3
10th Grade	25	2	2	3	3	3
11th Grade	25	2	2	2	3	3
12th Grade	25	1	2	2	2	3

Percentage of seats full	94.0%	In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error.

Total Classes	*10*	*12*	*14*	*16*	*18*	← This is the minimum number of classrooms you will need.
Max Enrollment	*241*	*291*	*338*	*385*	*432*	← This is the maximum number of students each year.
Assumed enrollment	*224*	*271*	*315*	*359*	*403*	← Budget will be based on these numbers.

Special Populations

The section below is for you to estimate the PERCENTAGE of students you anticipate in each special category at each grade level. Some categories go up as students get older, and others go down. For example, often more students have Speech and Language needs at the earlier levels (ESE) but more students are added to Gifted as they get older. The state of Florida releases detailed statistics which can be used to get an idea of the percentages for the district you are applying for. Visit http://www.fldoe.org/eias/eiaspubs/pubstudent.asp to check the numbers for your area. Some counties, for example, have significantly higher ESOL populations, some have higher free and reduced lunch populations, etc.

	ESE Students	Gifted Students	ESOL Students	Free/Reduced Lunch
Kindergarten	0%	0%	3%	60%
1st Grade	0%	0%	3%	60%
2nd Grade	0%	0%	3%	60%
3rd Grade	0%	0%	3%	60%
4th Grade	0%	0%	3%	60%
5th Grade	0%	0%	3%	60%
6th Grade	10%	3%	3%	60%
7th Grade	10%	3%	3%	60%
8th Grade	10%	3%	3%	60%
9th Grade	10%	3%	3%	60%
10th Grade	10%	3%	3%	60%
11th Grade	10%	3%	3%	60%
12th Grade	10%	3%	3%	60%

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

		Year 1	Year 2	Year 3	Year 4	Year 5
Kind thru 3rd	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
4th & 5th	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
6th thru 8th	ESE	6	6	8	10	12
	Gifted	3	3	3	3	3
	ESOL	3	3	3	3	3
	FRL	36	36	49	62	75
9th thru 12th	ESE	17	22	24	26	28
	Gifted	4	5	6	7	8
	ESOL	4	5	6	7	8
	FRL	98	126	140	154	168
School Total	ESE	23	28	32	36	40
	Gifted	7	8	9	10	11
	ESOL	7	8	9	10	11
	FRL	134	162	189	216	243

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students. However, in some rare cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are levels 4 or 5 receive additional funding. In general, most schools will not have students who are at level 4 or 5.

	Kind-3rd	4th - 8th	9th - 12th
How Many Level 4 Students?	0	0	0
How Many Level 5 Students?	0	0	0

Enter TOTAL number of students in each grade range. The calcualtor will use the same number for each year of the budget. However, unless you KNOW you will have students who meet this criteria, you should say 0.

	Kind-3rd	
ESE Focused School?	No	State law provides for different income calculations for those schools who have at least 75% of their students who are ESE. In general, this will not apply to most schools, and you should leave this as "No", however, if you are a special ed focued school, this may apply to you.

Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

	Art	Music	Wrld Lng	Phys Ed	Rdg Spec	Other 1	Other 2
Kind	30	30	30	150	90	0	0
1st	30	30	30	150	90	0	0
2nd	30	30	30	150	60	0	0
3rd	30	30	30	150	45	0	0
4th	30	30	30	150	45	0	0
5th	30	30	30	150	45	0	0

Teacher FTE	1875	How many minutes can a full-time teacher teach during the week?

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

	Middle School (6-8)	High School (9-12)	
Number of sections per day in the master schedule	4	4	(i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedueles etc.)
How many sections per day does a full time teacher teach	4	4	Include only instructional time (time with students, not planning time).
Number of non class size sections per day	4	4	Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements

Class Size in NON CORE courses	44	50	Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.
Recommended Number of Teachers for Year 1	2	4	

ESE Case Load	30	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	40	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	50	If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to?

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence" ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

		Year 1		Year 2		Year 3		Year 4		Year 5		Budget Function	Budget Object
Elementary (K-5) Calculations	**Classroom Teachers**	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	120-ClasTchr
	Art Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Music Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Wrld Lang Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Phys Ed Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
Middle School and High School (6-12) Calcualtions	**Full Time Middle/High Teachers (w/ Benefits)**	6.0	6	7.0	7	7.0	7	9.0	9	9.0	9	5100-Instr	120-ClasTchr
	Part Time Middle/High Teachers (NO Benefits)	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr
	Reading Specialst(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	ESE Teacher(s)	0.0	0.8	0.0	1	0.0	1.1	0.0	1.2	0.0	1.4	5200-ESE	130-OthTchr
	Gifted Teacher(s)	0.0	0.2	0.0	0.2	0.0	0.3	0.0	0.3	0.0	0.3	5200-ESE	130-OthTchr
	Title 1 Teachers	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr
	Other 1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Other 2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Other 3	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr

Teacher Salary	$42,000	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes $38,000 and another makes $45,000 the average would be $41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.
Annual Increases	3.000%	Enter the PERCENTAGE of ANNUAL INCREASES you anticipate in staff pay.
FTE For Benefits	0.8	What FTE (Full Time Equivalency (% of full time)) does someone need to be at in order to receive benefits from the school (i.e. if a teacher needs to work at least 30 hours a week, you would enter 0.75 (30 divided by 40).
Combine for Benefits	Yes	When calculating benefits, do you want to combine positions to make more people full time? If you answer 'Yes', a 0.4 and a 0.6 position will be counted as 1 teacher, and that person will get benefits. If you answer 'No', it will count those positions as two seperate positions, and each would be evaluated separatly to see if they work enough hours based on your answer above to receive benefits.
Substitutes - Number	0	How many substitutes PER TEACHER do you anticipate paying for each year? (In otherwords, how many sick or personal days do you anticipate each teacher taking/being allowed?)
Substitutes - Pay	$90.00	How much will you pay a substitute per day?
Pay Teachers Unused PTO?	No	Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to teachers to not call in sick or use their sick or personal time, and prevents teachers from building up large number of sick days in future years. Will you pay teachers for their unused Paid Time Off?

Other Salaried Positions

	Yr 1 FT Salary	FTE Ping Yr	FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5	Budget Function	Budget Object
Executive Director	$0	0.0	0.0	0.0	0.0	0.0	0.0	7300-Admin	110-Admin
Principal	$85,000	0.3	1.0	1.0	1.0	1.0	1.0	7300-Admin	110-Admin
Assistant Principal	$70,000	0.0	0.0	0.0	0.0	0.0	0.0	7300-Admin	110-Admin
Guidance Counselor	$42,000		0.0	0.5	1.0	1.0	1.0	6100-PupServ	130-OthTchr
Curriculum Specialist	$42,000		0.0	0.0	0.0	0.0	0.0	6300-Curric	130-OthTchr
Media Center Specialist	$42,000		0.0	0.0	0.0	0.0	0.0	6200-MediaC.	130-OthTchr
IT Specialist	$42,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	160-SuprtStf
Lead EC 3	$42,000		0.0	0.0	1.0	1.0	1.0	5100-Instr	130-OthTchr

Other 2	$42,000		0.0	0.0	0.0	0.0	0.0	5100-Instr	130-OthTchr	
Other 3	$42,000		0.0	0.0	0.0	0.0	0.0	5100-Instr	130-OthTchr	
Other 4	$42,000		0.0	0.0	0.0	0.0	0.0	5100-Instr	130-OthTchr	
Other 5	$42,000		0.0	0.0	0.0	0.0	0.0	5100-Instr	130-OthTchr	

Hourly Staff Positions

	Hrly Rate	Total Plan Year Hours	# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5	Hrs Per Week	Weeks Per Year	Benfits?	Budget Function	Budget Object
Business Manager	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	Yes	7300-Admin	160-SuprtStf
Secretary	$12.00	0	1.0	1.0	1.0	1.0	1.0	40	52	Yes	7300-Admin	160-SuprtStf
Office Assistant	$9.00	0	0.5	1.0	1.0	1.0	1.0	40	42	Yes	7300-Admin	160-SuprtStf
Data Prep Clerk	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	Yes	7300-Admin	160-SuprtStf
Educational Assistant	$15.00	0	2.0	2.0	4.0	4.0	4.0	40	25	Yes	5100-Instr	160-SuprtStf
Library Assistant	$0.00	0	0.0	0.0	0.0	0.0	0.0	30	40	No	6200-MediaC.	160-SuprtStf
Phys Ed Assistant	$0.00	0	0.0	0.0	0.0	0.0	0.0	30	40	No	5100-Instr	160-SuprtStf
Other Assistant	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5100-Instr	160-SuprtStf
School Nurse	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	Yes	6100-PupServ	160-SuprtStf
Maintenance 1	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	Yes	7900-Facility	160-SuprtStf
Maintenance 2	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
Security 1	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
Security 2	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
Other 1 (Academic)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5100-Instr	160-SuprtStf
Other 2 (Academic)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5100-Instr	160-SuprtStf
Other 3 (ESE)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5200-ESE	160-SuprtStf
Other 4 (Admin)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7300-Admin	160-SuprtStf
Other 5 (Lunch)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7600-Lunch	160-SuprtStf
Other 6 (Lunch)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7600-Lunch	160-SuprtStf
Other 7 (Maint)	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf

Employer / Payroll Costs

The items below are expenses the school will probably need to pay as an employer. Read the description for each item and make a decision in order to budget accordingly.

Benefits - Some schools budget for benefits based on a percentage of the total salary (For example, you will pay up to x% of a person's salary in benefits), and others choose to budget based on a set amount per employee (For example, the school will pay $4,000 per employee for health insurance benefits). You can choose one or both of the options if you would like.

Employee Benefit PERCENT	3.000%	If you offer a percentage package for employee benefits, enter the percentage here. For example, if you offer a 3% of salary retirement package, or if you offer a cafeteria package valued up to 16% of their salary, etc.
Benefit PER EMPLOYEE	$3,300	If you pay for a certain amount of employee benefits PER EMPLOYEE, enter that amount here. For example, if the school will pay for health insurance premiums, enter the amount per employee that the school will pay here.
How much of benefits towards retirement?	35%	There are two line items on the budget for employee benefits, group insurance plans and retirement. For the purposes of this calculator, the total benefits amounts will be broken down based on this number. For example, if you have $100,000 and you choose to direct 25% towards retirement, $25,000 will go towards retirement and $75,000 will go to employee benefits. This doesn't affect the overall bottom-line, just the placement of the funds.
FICA	6.20%	Enter the federal Employer FICA Rate (Typically stays at 6.2%)
Medicare	1.45%	Enter the federal Employer Medicare Rate (Typically stays at 1.45%)
Federal Unemployment Percent	0.00%	Enter the maximum amount you will pay per employee in Federal Unemployment Tax (If you are your own employer (not using a leasing company), and you have obtained 501(c)(3) status, you may be exempt from FUTA). Rates are available at http://www.oui.doleta.gov/unemploy/uitaxtopic.asp
Federal Unemp. Maximum Cap	$ -	
State Unemployment Percent	2.70%	Current Florida Unemployment rates can be accessed from: http://dor.myflorida.com/dor/taxes/reemployment.html#pay. In 2013 the rate is 2.70% on the first $8,000
State Unemp. Maximum Cap	$ 8,000	
Worker's Comp	1.250%	Enter the percentage of salary you are charged for Worker's Compensation Insurance.

Most charter schools use an agency to assist with payroll and benefits, such as an employee leasing company of a PEO (Professional Employment Organization). Depending on the services you are using from the company, they usually charge on either a per-employee, per-paycheck rate, or a percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

Payroll Fees PERCENT	1.700%	If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the precentatge you are charged here.
Payroll Fees PER EMPLOYEE	$ -	If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.

Supplemental Payments

Some schools give supplements to their teachers for duties above and beyond what they do in the classrooms. For example, some schools will give stipends to teachers who take on extra curricular activites such as sports, clubs, etc. Others will give supplements to teachers who take on more ESE students or additional responsibilities to assist with these responsibilities. The options below will allow you to add in these stipends. You will need to pay taxes and payroll costs associated with these stipends, however, these amounts will not be included when calculating benefits. All stipends will be added to the "160" Object line (Other Support Personnel). Enter the total amount of stipends you plan to give, if any. For example, if you plan to give five $500 stipends for extra curriculars, you could put $2,500 (5 x 500) in a single line and mark it as an academic stipend.

Stipend Description	Pln Yr Totals	Year 1 Totals	Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals	Budget Function
ESE Teachers	$ -	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 1,000.00	5200-ESE
ESOL	$ -	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	5100-Instr
Lead Teacher	$ -	$ 10,000.00	$ 10,000.00	$ -	$ -	$ -	6100-PupServ
Stipend 4 (Curriculum)	$ -	$ -	$ -	$ -	$ -	$ -	6300-Curric
Stipend 5 (Professional Dev.)	$ -	$ -	$ -	$ -	$ -	$ -	6400-ProfDev
Stipend 6 (Technology)	$ -	$ -	$ -	$ -	$ -	$ -	6500-EdTech
Stipend 7 (Administrative)	$ -	$ -	$ -	$ -	$ -	$ -	7300-Admin
Stipend 8 (Lunch Services)	$ -	$ -	$ -	$ -	$ -	$ -	7600-Lunch
Stipend 9 (Facility)	$ -	$ -	$ -	$ -	$ -	$ -	7900-Facility
Stipend 10 (Community Srvcs)	$ -	$ -	$ -	$ -	$ -	$ -	9100-ComSrv

Income Decisions

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 450,000	$ 1,509,660	$ 1,826,876	$ 2,123,765	$ 2,426,887	$ 2,737,174
Estimated Expense	$ 418,024	$ 1,424,207	$ 1,675,861	$ 1,932,669	$ 2,214,047	$ 2,372,394
Net Revenue	$ 31,976	$ 85,453	$ 151,015	$ 191,096	$ 212,840	$ 364,780
Cash Balance	$ 31,976	$ 117,429	$ 268,444	$ 459,540	$ 672,380	$ 1,037,160

Virtual School

Virtual schools are funded on a different basis than traditional schools. The receive a flat rate per student for each student. There is not a current income calculator available for this, and the state has recommended using $5,200 per full-time student. If you are a virtual school indicate so below, and the calculator will use ignore the rest of the FTE increase options. Unless you have a loan or special income considerations, you can skip the rest of this page.

Is your school a virtual school?	No
What is your anticipated pass rate? (Percent)	100%

You only receive full FTE on virtual students it they pass 100%. Otherwise you receive a prorated portion.

	Year 1	Year 2	Year 3	Year 4	Year 5
What per-student rate would you like to assume for virtual students?	$5,200.00	$5,226.00	$5,252.13	$5,278.39	$5,304.78

State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the First Calculation of the FEFP 2013-14. The calculator has used the enrollment data entered on the 'Enrollment and Staff' worksheet. Here is a summary of your income based on the state revenue estimator:

	Estimator
FEFP - Base Funding	$ 851,779
FEFP - ESE Gurantee	$ 27,588
FEFP - Supplemental Academic Instruction	$ 45,696
FEFP - Class Size Reductions	$ 204,772
FEFP - Other FEFP (WFTE Share)	$ 5,679
FEFP - Discretionary Local Effort	$ 152,722
FEFP - Discretionary Millage Compression	$ -
FEFP - Proration to Funds Available	$ -
FEFP - Discretionary Lottery	$ -
FEFP - Instructional Materials Allocation	$ 17,573
FEFP - Dual Enrollment Instr. Materials	$ -
FEFP - Teacher Salary Allocation	$ 37,187
Transportation (All Riders)	$ 19,880
Transportation (ESE Student Riders)	$ 8,184
Total Income	**$ 1,371,060**

If you have not answered questions about transportation yet, you may not see numbers here yet. Transportation questions are on the 'Services' worksheet.

This is your total FEFP revenue, but DOES NOT include the district withholding administrative fees.

Historical Reference

Before entering income assumptions, it might be helpful to review the historical data regarding FEFP amounts over the last several years. Below is a chart of how much the state distributed per student. Analyzing this number can show you the percentage increase (or decrease) over the last several years. This will assist you to make an educated decision about what percentage increase or decrease (if any) you wish to assume in your projections .

	State Base FEFP	State Total UFTE	Base Allocation Increase	Other Funds Increase	Sarasota's Base Allocation	Sarasota's Total UFTE	Elem School ESE Guarantee		Middle School ESE Guarantee		High School ESE Guarantee	
Sarasota's District Differential					1.001	1.001						
2013-14 First Calculation	$ 3,752.30	$ 6,778.86	4.726%	8.407%	$ 3,756.05	$ 6,785.64	$ 975	0%	$ 1,093	0%	$ 778	0%
2012-13 Fourth Calculation	$ 3,582.98	$ 6,374.82	2.982%	1.968%	$ 3,586.56	$ 6,381.19	$ 975	-6%	$ 1,093	-6%	$ 778	-6%
2011-12 Final Calcualtions	$ 3,479.22	$ 6,217.18	-3.989%	-16.363%	$ 3,482.70	$ 6,223.40	$ 1,039	0%	$ 1,165	0%	$ 829	0%
2010-11 Final Calcualtions	$ 3,623.76	$ 6,897.38	-0.189%	1.780%	$ 3,627.38	$ 6,904.28	$ 1,039	0%	$ 1,165	0%	$ 829	0%
2009-10 Final Calcualtions	$ 3,630.62	$ 6,846.98	-6.575%	8.635%	$ 3,634.25	$ 6,853.83	$ 1,039	2%	$ 1,165	2%	$ 829	2%
2008-09 Final Calcualtions	$ 3,886.14	$ 6,846.84	-4.745%	-3.341%	$ 3,890.03	$ 6,853.69	$ 1,018	-2%	$ 1,142	-2%	$ 812	-2%
2007-08 Final Calcualtions	$ 4,079.74	$ 7,142.79	2.465%	6.877%	$ 4,083.82	$ 7,149.93	$ 1,039	0%	$ 1,165	0%	$ 829	0%
2006-07 Final Calcualtions	$ 3,981.61	$ 6,847.56	6.391%	18.808%	$ 3,985.59	$ 6,854.41	$ 1,039		$ 1,165		$ 829	
	$ 3,742.42	$ 6,154.67					$ -		$ 1,165.00		$ -	

Revenue amounts are determined by taking the state's base student allocations and student enrollment numbers, and multiply it times the district's allocation, and then by Program Calculator which acknowledges that educating Elementary or High School students are more expensive than middle school students. These numbers have changed every year. The historical program numbers are below. In addition, some charter schools are eligible for Capital Outlay (generally those who have been in existance for more than three years, or those that are accredited). The historical numbers for each of these are below as well. This information is for your information and comparison only.

	Program Cost Factors		
	Elem Program Factor	MS Program Factor	HS Program Factor
2012-13	1.125	1.000	1.011
2011-12	1.102	1.000	1.019
2010-11	1.089	1.000	1.031
2009-10	1.074	1.000	1.033
2008-09	1.066	1.000	1.052
2007-08	1.048	1.000	1.066
2006-07	1.035	1.000	1.088

	Capital Outlays Per Student Amounts					
	Elem. Capital Outlay	Elem Percent Change	MS Capital Outlay	MS Percent Change	High School Capital Outlay	HS Percent Change
2012-13	$ 290.00	-14.060%	$ 310.00	-20.416%	$ 450.00	-12.913%
2011-12	$ 337.44	-14.597%	$ 389.52	-13.785%	$ 516.72	-13.536%
2010-11	$ 395.12	-19.574%	$ 451.81	-18.688%	$ 597.62	-18.415%
2009-10	$ 491.28	-9.491%	$ 555.65	-9.101%	$ 732.51	-8.980%
2008-09	$ 542.80	-13.006%	$ 611.28	-12.539%	$ 804.78	-12.391%
2007-08	$ 623.95	-8.316%	$ 698.91	-8.041%	$ 918.60	-7.955%
2006-07	$ 680.55	81.924%	$ 760.03	77.209%	$ 998.00	75.842%
	$ 374.08		$ 428.89		$ 567.55	

Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative, it is better the under budget and have more money than expected than to over estimate the annual increases and have less money then you expected. If you assume numbers will be decreasing (such as with Capital Outlay funds, for example), be sure to enter a NEGATIVE NUMBER.

	Base FEFP Increase	Other Funds Increase	ESE Guarantee Increase	Capital Outlay Inc/Decrease	Eligible For Capital Outlay	
Planning Year	0.000%	0.000%	0.000%	0.000%		The calculator assumes that the State Income Calculator numbers are the planning year numbers.
Year 1	0.000%	0.000%	0.000%	50.000%	Yes	Percentage increase for Year one of the budget (Mouse over this cell for more information).
Year 2	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 1 amount.
Year 3	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 2 amount.
Year 4	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 3 amount.
Year 5	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 4 amount.

	Program Cost Factors		
	Elem Program Factor	MS Program Factor	HS Program Factor
Planning Year	1.125	1.000	1.011
Year 1	1.125	1.000	1.011
Year 2	1.125	1.000	1.011
Year 3	1.125	1.000	1.011
Year 4	1.125	1.000	1.011
Year 5	1.125	1.000	1.011

The numbers listed here for years 1-5 are the average of the numbers used over the last three years. You may change them if you would like, however, in general we recommend you leave them as is.

Title 1 Funds

Title 1 Funds are only for schools that have a high poverty level. Each district sets its own threshold and reimbursement amounts based on their district's Title 1 plan. If Title 1 funds are used as part of the budget for a charter school application, the application must state what the funds will specifically be used for, and if the school does not receive these funds, whatever was indicated as being paid for these funds would not be essential to the operation of the school. If you are using this budget to develop a budget an existing school, be sure to realize that on financial reports, you must utilize fund-based accounting, and that Title 1 Funds must be separated from your general fund. This budget calculator does not do that for you. If you are unsure how to set this up, be sure to speak with your school's CPA.

District's Threshold	70%	Enter the district's threshold to be eligible for Title 1 Funds.

Your school has 56% FRL. You are not eligible based on these assumptions.

If you are eligible, enter the levels and amounts per eligible student that your district provides you. You will need to contact your district to get this information, unless it is listed above as a district message. Each district will have their own plan about how Title 1 funds are distributed to schools.

	Threshold Levels		
	70%		
Amount Per Student	$ -		

If there is more than one threshold, please be sure to enter these in sequential order (the lowest % in the left box, and the highest in the right box)

Financing

Some schools seek financing to assist with meeting the financial needs, especially in their early years. The options calculate the additional funds from financing, and automatically includes the payments of the financing in the budget as well. The calculator allows you to enter different loans for each year, and it will amitorize and calculate the payments separately. Some charter schools are able to find an organization to loan them funds as an "interest only" loan, if you have been able to locate such a deal, enter the number of years for which it is interest only (for example, if you have a 5-year loan, and it is interest only for two years, you would enter the term as 5, and the interest only length as 2. If you are not able to secure such a deal, be sure to leave the Interest Only line as 0.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	$ 450,000	$ -	$ -	$ -	$ -	$ -
Interest Rate (Percent)	4.000%	6.000%	0.000%	0.000%	0.000%	0.000%
Term/Length of Loan (Years)	6	3	3	3	3	3
Interest Only Length? (Years)	0	0	0	0	0	0

Based on the information you entered above, your debt service payments are calculated below in gray. To give you additional flexibility if you have a special financing package you can enter in the actual numbers in the yellow boxes below, the numbers in the yellow boxes below are what will be used in your final budget. If you change these numbers, be sure to include an explanation as an appendix to your budget.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Debt Service Amounts	$85,842.86	$85,842.86	$85,842.86	$85,842.86	$85,842.86	$85,842.86
Debt Service Amounts To Use	$85,842.86	$85,842.86	$85,842.86	$85,842.86	$85,842.86	$85,842.86

Other Income Amounts

Below are other income areas you can include in the budget, if they apply to you. Bear in mind that if you are submitting a charter application, most of these income types are frowned upon in charter applications unless you have a letter of support indicating that the funds will be available. For example, if you have a management company or benefactor who is providing a start-up grant, be sure to include a letter indicating where those funds are coming from. Most districts prefer not to see fund raising funds listed in an operating budget, as there is no guarantee that the funds will be able to be collected. As always, it is better to budget conservatively and end up with more money than expected, than to end up with less money than expected.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	Object	
CSP Planning Grant	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3299-Misc-Fed	*Misc. Federal through State*
Financial Backer / Donation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Other Grant 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Other Grant 2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Other Grant 3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Fundraising Efforts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*
Other Income 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*
Other Income 2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*
Other Income 3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*

Facilities Decisions

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 450,000	$ 1,509,660	$ 1,826,876	$ 2,123,765	$ 2,426,887	$ 2,737,174
Estimated Expense	$ 418,024	$ 1,424,207	$ 1,675,861	$ 1,932,669	$ 2,214,047	$ 2,372,394
Net Revenue	$ 31,976	$ 85,453	$ 151,015	$ 191,096	$ 212,840	$ 364,780
Cash Balance	$ 31,976	$ 117,429	$ 268,444	$ 459,540	$ 672,380	$ 1,037,160

Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	30

	Year 1	Year 2	Year 3	Year 4	Year 5
Students:	241	291	338	385	432
Building Size:	7,230	8,730	10,140	11,550	12,960

Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

Facilities Calculation Method	2	Enter the number (1 - 4) to identify which method you are using to calculate facilitiy costs. (See below)
		1 = Exact Costs, 2 = Per Square Foot Calculator, 3 = Per Student Calculator, 4 = Purchase Financing Calculator

Enter Exact Costs

If you know the exact costs of your facility, you may enter them here (i.e. if you already have a lease or contract for a facility)

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Enter ANNUAL amount	$ 250.00	$ 450,000.00	$ 600,000.00	$ 750,000.00	$ 750,000.00	$ 800,000.00
Is this a lease or debt service payment?	1	Enter 1 for lease payments or 2 for debt service (loan) payments.				

Rental Costs - Per Square Foot (Traditional)

Rental space varies sigificantly based on the location. Rural, less expensive areas may be able to find rental space for as low as $8-10 per square foot per year, whereas expensive urban areas may need to pay $20-22 per square foot per year. If we have specific information regarding your county, it will be displayed on the next line. It is also customary for many leases to have annual increases in the rental amount (i.e. 2%). Some charter schools also try to negotiate a "ramp up" schedule in their lease that allows for lower rates in the first year or two, and then has more significant increases later.

No information available for Sarasota county.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Building Size (Square Feet)	-	15,000.0	15,000.0	15,000.0	15,000.0	15,000.0
Annual Cost Per Square Foot	$ -	$ 17.00	$ 17.43	$ 17.86	$ 18.31	$ 18.76
Total Estimated Annual Cost	$ -	$ 255,000.00	$ 261,375.00	$ 267,909.38	$ 274,607.11	$ 281,472.29

Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

Enrollment Type	1	Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	enter total	241	291	338	385	432
Annual Per Student Cost	$ -	$ 700.00	$ 800.00	$ 900.00	$ 1,000.00	$ 1,000.00
Total Estimated Annual Cost	$ -	*$ 168,700.00*	*$ 232,800.00*	*$ 304,200.00*	*$ 385,000.00*	*$ 432,000.00*

Financing Calculator (To Purchase Building)

Some schools (usually schools that have been established for a few years) look at purchasing their facilties instead of continuing in leases. The calculator below is a simple mortgage calculator. Many times charter schools will look at using not-for-profit municipal bonds or other financing methods, in which case the payment amounts may be different than that created by this calculator, and you should manually enter the amounts you received from the financial consultant or financial institution you are working with on row 28 above (using optin #1). However, if you are in the planning process, this will assist you with making basic assumptions.

Facility Cost	$ 7,500,000	What is the total cost / purchase price of the facility?
Downpayment Amount	$ -	Down Payment Amount (See comment!)
Construction Costs	$ 3,500,000	You may need to conduct construction on the facility, enter the anticipated construction costs
Additional Financing	$ 715,000	Enter the additional amount you plan to finance to cover additional fees or costs (i.e. bank fees, realtor fees, etc.)
Total Financing Amount	$ 11,000,000	Total Amount To Finance
Interest Rate	6.125%	Enter the annual percentage rate for the financing
Amortization Term	20	Enter how many years you plan to amortize the loan over
Annual Debt Service Amount	$968,784.81	Annual Payment Amount
Monthly Debt Service Amount	$80,732.07	Monthly Payment Amount

Closing Year	3	What year are you planning to complete this purchase (enter 0 for planning year, 4 for Year 4, etc.)
Closing Month	12	What month do you plan to close the financing on?
Prior to Purchase Method	2	Which of the above facility options do you want to use for calculating rental costs prior to purchasing your building? (1 = Actual Cost, 2 = per square foot calculations, or 3 = per student, 0 = None).

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Debit Service	$ -	$ -	$ -	$ 565,124	$ 968,785	$ 968,785
Lease (prior to purchase)	$ -	$ 255,000	$ 261,375	$ 111,629	$ -	$ -
Debt Service Ratio				1.34	1.22	1.38

Other Facilities Costs

There are several ways we can calculate the costs of operating the facility. Some expenses, such as electricity, can be calculated based on a per-square-foot calculation, others based on on the number of classrooms, some based on the number of students and others we need to just make an educated guess. The following costs are included in function 7900 regarding operating your facility.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage		15,000	15,000	15,000	15,000	15,000

Enter the PER SQUARE FOOT amount to assume for electricity.	$0.00	$1.05	$1.07	$1.09	$1.11	$1.14	*Budget Line: 7900-430*
	$0.00	*$15,750.00*	*$16,065.00*	*$16,386.30*	*$16,714.03*	*$17,048.31*	
Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.		$0.00	$0.00	$0.00	$0.00	$0.00	*Budget Line: 7900-380*
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	
Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)		$60.00	$62.00	$63.00	$66.00	$68.00	*Budget Line: 7900-390*
	$0.00	*$600.00*	*$744.00*	*$882.00*	*$1,056.00*	*$1,224.00*	
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.		$2,500.00	$2,550.00	$2,601.00	$2,653.02	$2,706.08	*Budget Line: 7900-390*
	$0.00	*$2,500.00*	*$2,550.00*	*$2,601.00*	*$2,653.02*	*$2,706.08*	
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)		$2,500.00	$2,575.00	$2,652.25	$2,731.82	$2,813.77	*Budget Line: 7900-390*
	$0.00	*$2,500.00*	*$2,575.00*	*$2,652.25*	*$2,731.82*	*$2,813.77*	
Enter an anticipated PER YEAR amount on general repairs and maint. to the facility		$2,500.00	$2,575.00	$2,652.25	$2,731.82	$2,813.77	*Budget Line: 7900-350*
	$0.00	*$2,500.00*	*$2,575.00*	*$2,652.25*	*$2,731.82*	*$2,813.77*	
Enter an anticipated PER YEAR amount on remodeling and renovations.		$0.00	$0.00	$5,100.00	$5,202.00	$5,306.04	*Budget Line: 7900-680*
	$0.00	*$0.00*	*$0.00*	*$5,100.00*	*$5,202.00*	*$5,306.04*	
Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)	$0.00	$10.00	$10.20	$10.40	$10.61	$10.82	*Budget Line: 7900-510*
	$0.00	*$2,240.00*	*$2,764.20*	*$3,277.26*	*$3,809.74*	*$4,362.20*	
Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff).		$0.00	$0.00	$0.00	$0.00	$0.00	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	

Services Expenses

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 450,000	$ 1,509,660	$ 1,826,876	$ 2,123,765	$ 2,426,887	$ 2,737,174
Estimated Expense	$ 418,024	$ 1,424,207	$ 1,675,861	$ 1,932,669	$ 2,214,047	$ 2,372,394
Net Revenue	$ 31,976	$ 85,453	$ 151,015	$ 191,096	$ 212,840	$ 364,780
Cash Balance	$ 31,976	$ 117,429	$ 268,444	$ 459,540	$ 672,380	$ 1,037,160

Professional Services (i.e. Management, Network, Consulting, Financial & Legal Fees)

District Administrative Fee

In general, state law currently allows districts to take up to a 5% fee on the first 250 students for charter schools, unless they are high performing in which case the rate is 2% on the first 250 students. It is possible (however, extremely improbable) to negotiate a different rate as part of your contract negotiations. There are also specical considerations for charter districts and schools who have more than 75% of students with special needs. Please see Florida Statute 1002.33(20) if you think one of these might apply to you.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Maximum Number Of Students For Fees	250	250	250	250	250	
Percentage To Use	5.00%	5.00%	5.00%	5.00%	5.00%	
Cost	*$68,552.99*	*$77,587.63*	*$78,667.98*	*$79,777.98*	*$80,913.73*	*Budget Line: 7200-310*
Savings that must be used for Capital Outlay	*$0.00*	*$6,517.36*	*$20,453.67*	*$34,783.20*	*$49,519.20*	*See Comment here for details*

Management, Network or Professional Services Organizations

If you are using a CMO / EMO or Charter Network, fees can be calcualted in a variety of different ways. Below are four options. Enter the amount for any or multiple of the options available. For example, if you are paying an EMO 7% and also hiring another group to manage your back office support for a flat fee, you can enter both options, and the calculator will add them together. For any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Per Student Fee	$0.00	$100.00	$200.00	$200.00	$200.00	$200.00	
Percent of FEFP Income	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	
Percent of Total Revenue	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	
Flat Annual Fee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
	$0.00	*$22,400.00*	*$54,200.00*	*$63,000.00*	*$71,800.00*	*$80,600.00*	*Budget Line: 7300-310*

Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciiliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Flat Rate Accounting Fees (Annual Amount)	$ -	$ -	$ -	$ -	$ -	$ -	
Per Student Accounting Fees	$ -	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	
Flat Rate Auditor Fees (Annual Amount)	$ -	$ 7,500.00	$ 7,725.00	$ 7,956.75	$ 8,195.45	$ 8,441.32	
	$0.00	*$29,900.00*	*$34,825.00*	*$39,456.75*	*$44,095.45*	*$48,741.32*	*Budget Line: 7500-310*

Legal Fees

Charter schools ususally run into issues that they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary. Attorney fees generally range from $300 - $600 per hour. Enter an annual budget estimate

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Legal Fees	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	*Budget Line: 7100-310*

Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Workshop / Conference Registration	$ -	$ 2,000.00	$ 2,040.00	$ 2,080.80	$ 2,122.42	$ 2,164.86	*Budget Line: 6400-310*
Onsite Professional Development	$ -	$ 500.00	$ 510.00	$ 520.20	$ 530.60	$ 541.22	*Budget Line: 6400-310*

PD Supplies (i.e. book, materials)		$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 6400-510
Substitute Teachers for Professional Dev.		$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 6400-140
Travel Expenses related to Professional Dev.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 6400-330

Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Assumed Hourly Rate		$ 65.00	$ 65.65	$ 66.31	$ 66.97	$ 67.64	
Assumed Hours PER WEEK.		2	2.5	3	3.5	4	
	$0.00	*$4,680.00*	*$5,908.50*	*$7,161.48*	*$8,438.22*	*$9,740.16*	Budget Line: 5200-310

Corporate Insurance Policies

Charter schools are required to carry their own insurance policies in compliance with their charter school contract. The calculator below allows you to estimate the budget in two categories, the first is liability and professional insurance which would cover things like student accident, operational, a general umbrella policy, directors insurance, etc. The second category is for property and renters insurance. Rows 62 and 64 will help you to esimate your insurance costs. Be sure to enter the total annual costs in rows 67 and 68, as these are the offical numbers that will be used in the final budget. This way, if you already have your insurance policy quotes, you can enter the numbers directly on rows 67 and 68, otherwise just use the gray numbers created by rows 62 and 64 to set your annual costs.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimate Liability / Professional Insurance (ENTER PER STUDENT)		$ 30.00	$ 30.60	$ 31.21	$ 31.84	$ 32.47
	$0.00	*$6,720.00*	*$8,292.60*	*$9,831.78*	*$11,429.21*	*$13,086.60*
Estimate Property / Renters Insurance (ENTER PER SQUARE FOOT)		$ 0.45	$ 0.46	$ 0.47	$ 0.48	$ 0.49
	$0.00	*$6,750.00*	*$6,885.00*	*$7,022.70*	*$7,163.15*	*$7,306.42*

Enter Annual Liability/Prof Insurance Cost	$0.00	$6,720.00	$8,292.60	$9,831.78	$11,429.21	$13,086.60	Budget Line: 7100-320
Enter Annual Property/Renters Insurance	$0.00	$6,750.00	$6,885.00	$7,022.70	$7,163.15	$7,306.42	Budget Line: 7900-320

Board of Directors Expenses

Charter schools are prohibited from compensating Board members for their contributions to the school, however reasonable expenses may be reimbursed. For example, if you have board meetings at various locations, mileage reimbursement to meetings would be reasonable. If a Board member attends the charter school conference, the school can reimburse those expenses. Additionally, you should plan to provide some professional development to the Board, each Board Member is required to do 4-hours of training at the start of their term and a 2-hour follow up every three years.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Travel reimbursement (Annual Amount)	$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 7100-330
Professional Development (Annual Amount)	$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 7100-310
Board Meeting Supplies (Annual Amount)	$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 7100-510

Transportation Services

There are a variety of ways to handle transportation for your students. You could purchase bus passes for older students if your area has a strong public transit system, you could buy or lease a bus and hire your own bus driver and do the transportation yourself, you could contract with your district. Fill in any of the applicable areas below, and they will be added together, you do not need to use all areas. For example, if you are contracting with your district for a per-student charge, you would not need to hire your own driver and lease your own bus. Only fill in the applicable areas, as the calculator will add all of the totals together to use in the budget.

Percentage of students to transport	25.0%	Estimate the percentage of your total students who will require transportation.
Number of students on one bus	60	Enter the number of students you can transport on a single bus on a single trip. (See comment)

	Year 1	Year 2	Year 3	Year 4	Year 5
Students To Transport	56	68	79	90	101

Busses Needed	0.93	1.13	1.32	1.50	1.68

Buying your own busses and hiring your own staff to operate the busses

	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the bus driver		$ 10.50	$ 10.82	$ 11.14	$ 11.47	$ 11.82
Number of Bus Drivers?		0	0	0	0	0
Hours PER DAY for the bus driver	4					
Additional days over 180 school days	5					
Does the Driver Receive Benefits?	No					
		$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Function 7800 (180-250)

Financing Calculator to purchase / lease a bus

The next few lines are basic loan and lease calculators, using standard calculation methods for each. This will allow you to estimate costs of financing or leasing a bus if you are wishing to purchase your own bus. The numbers for these calculators DO NOT AFFECT YOUR BUDGET, and are for your benefit. If you do decide to purchase a bus, please go down to the next section to enter the costs you are estimating. Bus prices range widely based on where they are being purchased from, how many miles, etc. Many charters are able to find decent busses from their district who many times will have annual auctions for surplus stock.

Total cost of the bus	$ -

Purchase / Loan Calculator

Interest Rate	9.000%
Number of Years	5
Total Monthly Payment	$0.00
Total Monthly Payment	$0.00

Lease Calculator

Money Factor	0.003750
Lease Term (years)	5
Residual Value Percentage	57.0%
Monthly Lease Payment	$ -
Monthly Lease Payment	$ -

Actual Costs Related To Purchasing Or Leasing a Bus

There are a signficant number of rules and regulations you should be aware of if you are going to be providing your own transportation. Please be sure to review the guide the state produced, which can be downloaded from http://info.fldoe.org/docushare/dsweb/Get/Document-4117/t_07_09att1.pdf. The next few lines are for if you plan to purchase your own busses, the amounts you enter in will be included in the comprehensive budget.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Enter the annual loan payments	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-720*
Enter the annual lease payments	$ -		$ -	$ -	$ -	*Budget Line: 7800-360*
Estimated miles per day	0	0	0	0	0	
Estimated MPG efficiency of bus	9	9	9	9	9	
Estimated cost of fuel	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-460*
Annual Maintenance Assumption	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-390*
Annual Insurance Fees	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-320*
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	

Third Party Transportation Provider

Many charter schools contract with a third party provider to provide transportation services. Some districts will work with charter schools to transport students through the district's transportation plan, whereas other charter schools will hire a third party company to provide bussing services. The options below will help you to estimate the costs to hire a company to provide this service. There are two common ways these contracts might be priced, on a per day or a per student basis. Use one or the other, as both are added to the budget if there are numbers in both.

PER DAY Contract

	Year 1	Year 2	Year 3	Year 4	Year 5	
Cost PER BUS PER DAY	$ 225.00	$ 227.25	$ 229.52	$ 231.82	$ 234.14	
Number of Busses	1	1	1	1	1	
	$40,500.00	*$40,905.00*	*$41,313.60*	*$41,727.60*	*$42,145.20*	*Budget Line: 7800-390*

PER STUDENT Contract

	Year 1	Year 2	Year 3	Year 4	Year 5	
Cost PER STUDENT PER DAY	$ -	$ -	$ -	$ -	$ -	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 7800-390*

Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this as an option.

Public Transportation	Year 1	Year 2	Year 3	Year 4	Year 5
Public Transportation Pass	$ 65.00	$ 65.00	$ 70.00	$ 70.00	$ 70.00

	Year 1	Year 2	Year 3	Year 4	Year 5	
Number of students utilitzing	0	0	0	0	0	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 7800-390*

Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: http://www.fldoe.org/transportation/transprof.asp

	Year 1	Year 2	Year 3	Year 4	Year 5	
Number of Students Reimbursed	56	68	79	90	101	
Reimbursement Rate	$ 355.00	$ 360.33	$ 365.73	$ 371.22	$ 376.78	
	$28,064.00	*$34,050.10*	*$39,804.66*	*$45,685.42*	*$51,695.19*	*Income Line: 3492*

Transportation Totals					
Transportation Income	$28,064.00	$34,050.10	$39,804.66	$45,685.42	$51,695.19
Transportation Expenses	$40,500.00	$40,905.00	$41,313.60	$41,727.60	$42,145.20

School Lunch Calculator

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Percent FRL Students Ordering Lunch	$ -	$ -	$ -	$ -	$ -	
How much is charged for Reduced Lunch	$ -	$ -	$ -	$ -	$ -	
Percent Other Students Order Lunch	$ -	$ -	$ -	$ -	$ -	
Other Students Full Price Lunch Rate	$ -	$ -	$ -	$ -	$ -	
How much does each lunch cost?	$ -	$ -	$ -	$ -	$ -	*Income Lines: 3261 & 3262*
Federal NSLP Reimbursement Rate	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7600-570*
Lunch Program Supplies	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7600-510*
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

Cafeteria Staff	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the Cafeteria Staff		$ 9.00	$ 9.27	$ 9.55	$ 9.83	$ 10.13
Number of Cafeteria Staff		0	0	0	0	0
Hours PER DAY for the Cafeteria Staff	2					
Additional days over 180 school days	2					
Benefits?	Yes					

Coordinator / Administrative Support Staff (paperwork, etc.)						
Hourly Rate for the Cafeteria Staff		$ 10.50	$ 10.82	$ 11.14	$ 11.47	$ 11.82
Number of Administrative/Coord. Staff		0	0	0	0	0
Hours PER DAY for the Cafeteria Staff	3.5					
Additional days over 180 school days	5					
Benefits?	No					
Total Staff Cost		*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Lines in 7600

School Lunch Totals					
School Lunch Income	$0.00	$0.00	$0.00	$0.00	$0.00
School Lunch Expenses	$0.00	$0.00	$0.00	$0.00	$0.00

Other Expenses

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 450,000	$ 1,509,660	$ 1,826,876	$ 2,123,765	$ 2,426,887	$ 2,737,174
Estimated Expense	$ 418,024	$ 1,424,207	$ 1,675,861	$ 1,932,669	$ 2,214,047	$ 2,372,394
Net Revenue	$ 31,976	$ 85,453	$ 151,015	$ 191,096	$ 212,840	$ 364,780
Cash Balance	$ 31,976	$ 117,429	$ 268,444	$ 459,540	$ 672,380	$ 1,037,160

Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around $50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (http://www.fsbd.com/). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Possible Students		241	291	338	385	432	
Average Cost Per Textbook	$ -	$ -	$ -	$ -	$ -	$ -	
Books For New Students / Additional Enrollment							
New Student Seats (by Grade Level)		241	50	47	47	47	
Total Students To Buy Books For	0	0	0	0	0	0	
Books To Buy Per Student	0	0	0	0	0	0	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 5100-520*
Replacement Books							
Replacement Books To Purchase	0	0	0	0	0	0	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 5100-520*
New Textbook Adoption							
Textbook Adoptions (New Series)	0	0	0	0	0	0	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 5100-520*
Consumable Books							
Number of Consumable Books To Purchase	0	0	0	0	0	0	
Average Consumable Cost	$ -	$ 7.00	$ 7.14	$ 7.28	$ 7.43	$ 7.58	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 5100-520*

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

Academic Software	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Curricular Provider Subscriptions PER STUDENT		$ 1,100.00	$ 1,166.00	$ 1,235.96	$ 1,310.12	$ 1,388.72	*Budget Line: 6300-390*
Software Subscriptions PER STUDENT		$ -	$ -	$ -	$ -	$ -	*Budget Line: 5100-690*
Software Subscriptions PER SCHOOL	$ -	$ -	$ -	$ -	$ -	$ -	*Budget Line: 5100-690*
	$0.00						

Many assessments, such as the FCAT and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you anticipate for assessments.

Assessments	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5

PER STUDENT Assessment Costs	$ -					
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 5100-520

Technology / Equipment

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Copy Machine Lease - PER STUDENT	$ -	$ 14.00	$ 14.00	$ 14.00	$ 15.00	$ 15.00
	$0.00	*$3,136.00*	*$3,794.00*	*$4,410.00*	*$5,385.00*	*$6,045.00*

Budget Line: 7300-360

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommend you review the state of Florida's accountability plans to determine what those needs may be at your school. (http://fcat.fldoe.org/fcat2/). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (5100), so only include student and teacher computers, not office staff (that will come next).

PURCHASING Academic Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Type 1 - Number of Machines	250	0	0	0	25	100
Type 1 - Estimated Cost Per Machine/Station	$ 600.00	$ -	$ -	$ -	$ 750.00	$ 750.00
	$150,000.00	*$0.00*	*$0.00*	*$0.00*	*$18,750.00*	*$75,000.00*

Budget Line: 6400-643

Type 2 - Number of Machines	50	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	$ 750.00	$ 800.00	$ 800.00	$ 800.00	$ 800.00	$ 800.00
	$37,500.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 6400-643

LEASING Academic Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Type 1 - Number of Machines		0	0	0	0	0
Type 1 - Estimated Cost Per Machine/Station		$ -	$ -	$ -	$ -	$ -
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 6400-360

Type 2 - Number of Machines	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	$ -	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 6400-360

If you need additional machines for ADMINSITRATIVE purposes (such as secretaries, administrators, etc.) Enter the number of machines to purchase or lease below. These will be put into the administrative section of the budget (7300).

PURCHASING Admin. Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Admin - Number of Machines	3	0	0	0	0	0
Admin - Estimated Cost Per Machine/Station	$ 1,000.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00
	$3,000.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 7300-643

LEASEING Admin. Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Admin - Number of Machines	0	0	0	0	0	0
Admin - Estimated Cost Per Machine/Station	$ -	$ 240.00	$ 250.00	$ 260.00	$ 270.00	$ 280.00
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 7300-360

Classroom Instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range $3,000 - $4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to $1,500 depending on the needs of your school. First determine the estimated cost per classroom, then you indicate the number of classrooms you want to outfit each year.

Instructional Technology	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER CLASSROOM	$ 3,000.00	$ -	$ -	$ -	$ -	$ -
Number of Classrooms	4	0	0	0	0	0
	$12,000.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

Budget Line: 5100-621

Additional ANNUAL Instructional Tech Money	$ -	$ -	$ -	$ -	$ -	$ -	*Budget Line: 5100-643*

Some schools hire their own inhouse IT support staff to manage their computer infrastructure (which would be indicated on the Enrollment and Staffing page of this calculator), where others have a contract with a third party to provide these services. Some management companies provide this service as part of their overall contract. Contracts can be an annual fixed amount, or you may purchase hours in advance. Generally these services are around $120 per hour and depending the technical savy of your staff, you could easily go through 100+ hours a year to support the computers and network within your building.

IT Service Provider	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
ANNUAL IT Service Provider Contract Amount		$ -	$ -	$ -	$ -	$ -	*Budget Line: 6500-310*

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

Software	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
ANNUAL amount for software each year	$ 5,000.00	$ 5,000.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	*Budget Line: 7300-690*

Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for thier school. The following calculator will allow you to figure out furniture costs based on either a purchase or a lease option. Some vendors will lease furniture allowing the school to spreadout the expenses over the course of a few years, however, you may want to investigate this before relying on it as an option.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Estimated PER CLASSROOM furniture cost	$ 5,000.00	$ -	$ -	$ -	$ -	$ -	
Number of student classes each year		10	12	14	16	18	
Number of classrooms to outfit each year	10	0	0	0	0	0	
Purchase or Lease?	Purchase	Lease	Lease	Lease	Lease	Lease	
	$50,000.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 5100-641*
Estimate Total Office Furniture Needs	$ 7,500.00	$ -	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	
Purchase or Lease?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase	
	$7,500.00	*$0.00*	*$1,000.00*	*$1,000.00*	*$1,000.00*	*$1,000.00*	*Budget Line: 7300-641*
Media Center Furniture	$ -	$ -	$ -	$ -	$ -	$ -	
Purchase or Lease?	Purchase		Lease	Lease	Lease	Lease	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 6200-641*

Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Academic Supplies		$ 50.00	$ 50.00	$ 50.00	$ 50.00	$ 50.00	
	$0.00	*$11,200.00*	*$13,550.00*	*$15,750.00*	*$17,950.00*	*$20,150.00*	*Budget Line: 5100-510*
Academic Dues and Fees		$ 0.50	$ 0.51	$ 0.52	$ 0.53	$ 0.54	

	$0.00	*$112.00*	*$138.21*	*$163.80*	*$190.27*	*$217.62*	*Budget Line: 5100-730*
Library Books, Supplies and Equipment		$ -	$ -	$ -	$ -	$ -	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 6200-510*
ESE Supplies and Materials		$ 15.00	$ 16.00	$ 17.00	$ 18.00	$ 19.00	
	$0.00	*$3,360.00*	*$4,336.00*	*$5,355.00*	*$6,462.00*	*$7,657.00*	*Budget Line: 5200-510*
Professional Administrative Services		$ 3.00	$ 3.06	$ 3.12	$ 3.18	$ 3.25	
	$0.00	*$672.00*	*$829.26*	*$982.80*	*$1,141.62*	*$1,309.75*	*Budget Line: 7300-310*
Non Professional Admin. Services	$ 35,000.00	$ 10.00	$ 10.20	$ 10.40	$ 10.61	$ 10.82	
	$35,000.00	*$2,240.00*	*$2,764.20*	*$3,276.00*	*$3,808.99*	*$4,360.46*	*Budget Line: 7300-390*
Office Supplies and Minor Equipment		$ 22.00	$ 22.44	$ 22.89	$ 23.35	$ 23.81	
	$0.00	*$4,928.00*	*$6,081.24*	*$7,210.35*	*$8,382.65*	*$9,595.43*	*Budget Line: 7300-510*
Administrative Dues and Fees		$ 4.00	$ 4.08	$ 4.16	$ 4.24	$ 4.33	
	$0.00	*$896.00*	*$1,105.68*	*$1,310.40*	*$1,522.16*	*$1,744.99*	*Budget Line: 7300-730*
Communications Utils (i.e. Phones, Internet)		$ 27.50	$ 28.05	$ 28.61	$ 29.18	$ 29.77	
	$0.00	*$6,160.00*	*$7,601.55*	*$9,012.47*	*$10,476.78*	*$11,996.05*	*Budget Line: 7900-370*
Communications (i.e. postage)	$ 5,000.00	$ 7.25	$ 7.40	$ 7.54	$ 7.69	$ 7.85	
	$5,000.00	*$1,624.00*	*$2,005.40*	*$2,375.10*	*$2,760.71*	*$3,163.55*	*Budget Line: 7300-370*
Administrative Equipment		$ 4.00	$ 4.08	$ 4.16	$ 4.24	$ 4.33	
	$0.00	*$896.00*	*$1,105.68*	*$1,310.40*	*$1,522.16*	*$1,744.99*	*Budget Line: 7300-644*

Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEFP funds. Not all districts require this, however, you can set either a percentage or a dollar amount below to put into a reserve fund. You can enter one or the other or both, and the gray number underneath will show you the total of the two. This money will be listed as an expense on your budget, but without a specific purpose. Hopefully you will not use this money and it will be carried over, however, if you forgot to include something in your overall budget, this provides you with a cushion for unexpected expenses. Your Board should have a policy about how to spend money that is not listed in the budget, or that is coming from the reserve fund.

Reserve Fund - PERCENT OF FEFP	5%	5%	5%	5%	5%	3%
Reserve Fund - Total Dollars	$ -	$ -	$ -	$ -	$ -	$ -
	$0.00	*$68,552.99*	*$84,104.99*	*$99,121.65*	*$114,561.17*	*$78,259.76*

Custom Expenses Page

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 450,000	$ 1,509,660	$ 1,826,876	$ 2,123,765	$ 2,426,887	$ 2,737,174
Estimated Expense	$ 418,024	$ 1,424,207	$ 1,675,861	$ 1,932,669	$ 2,214,047	$ 2,372,394
Net Revenue	$ 31,976	$ 85,453	$ 151,015	$ 191,096	$ 212,840	$ 364,780
Cash Balance	$ 31,976	$ 117,429	$ 268,444	$ 459,540	$ 672,380	$ 1,037,160

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within their budget. This spreadsheet will allow you to enter specific expenses that you do not feel were adequately covered within the survey. Please include a description of the expense for the benefit of those reviewing your budget. When you are complete, please remember to click on the "Include Funds Below In Budget" button above to refresh your totals.

Function	Object	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Description

Appendix D: AAI Financial Letter of Support

Advanced Academics | Online learning simplified™

July 30, 2013

Carolyn Eads
Board President
PIVOT Education, Inc.
2675 Winkler Avenue, Suite 200
Fort Myers, FL 33901

Dear Ms. Eads,

On behalf of Advanced Academics, PIVOT's Educational Service Provider for all PIVOT Charter Schools in Florida, I would like to extend our financing commitment for the development and operation of your newest charter school in Sarasota County Florida.

Advanced Academics will provide financial capital for the Sarasota County charter school project up to the amount of $1,000,000 over a period of five years at the New York Prime Rate of Interest.

We are very pleased with the progress of your schools in Hillsborough, Lee and Broward Counties and are confident that your continued expansion will lead to further successes for students in Sarasota County.

Sincerely,

Robert York
President
Advanced Academics

1 East Sheridan Ave. Suite 500
Oklahoma City, OK 73104

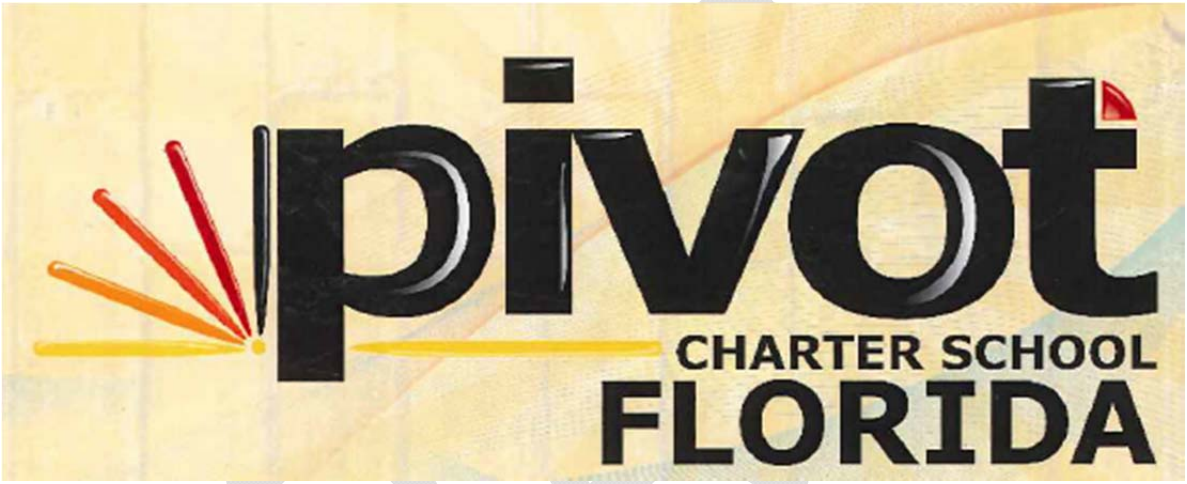
1.866.2eLEARN (1.866.235.3276)
fax 405.239.1911

www.AdvancedAcademics.com

Appendix E: Current Policy Manual

Pivot Education, Inc.

Corporate Policy Manual



DRAFT

July 21, 2013

Table of Contents

Corporate Policy Manual

(1) Foundation

(1.1) Mission Statement

The mission of Pivot Education, Inc. is to provide a rigorous standards-based, individualized online curriculum to students in grades 6-12, within a site-based instructional model in a unique “learning studio” environment.

(1.2) Organizational Philosophy

In carrying out its responsibilities the Pivot Education, Inc. is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Board of Directors will attempt in every case to act in the best interest of its students.

(1.3) Organizational Structure

Pivot Education, Inc. is a not-for-profit corporation incorporated within the state of Florida. The organization is directed by the Board of Directors who set the policies and guidelines for the organization and delegate to staff day-to-day responsibilities for operational matters. The Executive Director consults with staff members in order to allow for the greatest possible staff participation in the decision making of the organization.

(1.4) Decision making

The Board of Directors is responsible for setting the budget, establishing organization wide policies and overseeing the general operation of the organization. It is the Executive Director’s responsibility to ensure these policies are carried out, and to develop a system that ensures the input of staff, students and community.

(1.5) Non Discrimination

No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School, except as provided by law.

The School shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.

The School shall admit students to programs and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap or sexual orientation.

(1.6) School Evaluation Plan

It is the responsibility of the Board of Directors to ensure the success of Pivot Charter Schools. As a result, the Board, in collaboration with the Executive Director, shall define a specific 'dash board' of data to be submitted to the Board by each school throughout the year. This data will allow the Board to monitor the academic, fiscal and organizational progress being made by each school. A report containing some of this data (as it is applicable throughout the year) should be reported on at each meeting of the Board of Directors. Examples of the information to be included in this dash board include, but are not limited to:

- Financial Reports (Balance Sheet, Profit And Less, Budget vs Actual Spending)
- Progress Towards Achieving Annual Goals
- Failure Rates
- FCAT Results
- End of Course Exam Results
- Report Card Grades
- Course Completion / Credits Earned Data
- Enrollment Data
- Facility Reports
- Professional Development Progress

(2) Board of Directors

(2.1) Board of Directors Foundation

The Board of Directors is a legal requirement for a charter school organized as a not for profit organization and ensures its operations continue to focus on service to the public. In addition to its legal responsibilities the Board of Directors supports the organization mission and seeks to promote it by advocating the educational philosophy.

(2.2) General powers

All affairs of the Organization shall be overseen by the Board of Directors. The Board of Directors primary duties include but are not limited to the hiring and evaluation of the Executive Director, setting of Policies and Procedures, strategic planning and assessment of the organization in accomplishing the missions of the organization as well as the oversight of the public trust.

(2.3) General Responsibilities

In exchange for direct and indirect financial assistance from state and federal governments, state charter school legislation, as well as non profit corporate law requires the Board of Directors to serve as guardians of the "public trust". This

structure makes the organization's management accountable to the Board of Directors, who due to their voluntary nature, can effectively provide financial oversight since no personal gain is involved.

Election to the Board of Directors carries with it a responsibility of stewardship. The directors are the custodians of the integrity of the organization; they hold in trust the school's reputation as created by its founders, and as developed by those who have shaped the school in the past. Current directors accept the obligation to not only preserve, but also add to this organization. In this way board members help form not only the present, but also the future composition of the organization.

(2.4) Board Membership

(2.4.1) Membership Criteria

The Board of Directors shall consist of no less than three (3) and no more than eighteen (18) voting members. Potential members for the Board shall be nominated and selected by the Board.

(2.4.2) Membership Terms

All newly elected Board members shall serve for an initial term of one (1) year beginning on the first day of the month following their fingerprinting and background check and ending on the June 30 following the anniversary of the beginning of the term, unless filling a vacancy. Following the first term of service, directors may be re-elected to serve another term.

(2.4.3) Board Powers

The Board of Directors affirms that the directors, officers, administrators, faculty and other employees of the organization have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the organization. Other than described within these policies, individual members of the Board of Directors hold no authority or decision making ability outside of official meetings of the Board of Directors.

(2.4.4) Officer Positions and Responsibilities

(2.4.4.1) Chairman

The Chairman as the chief officer of the non profit organization and shall preside at all meetings of the Board. He or she will sign, along with the Executive Director of the organization all teacher contracts. He or she will sign, along with the Executive Director and Secretary of the Board of Directors, or any other proper agent of the School authorized by the Board, any deeds, mortgages, leases or other instruments which the Board authorizes to be executed.

(2.4.4.2) Vice Chairman

The Vice Chairman fills in for the Chairman and performs all duties as assigned by the Chairman.

(2.4.4.3) Treasurer

The Treasurer shall be responsible for overseeing all funds and securities of the organization and perform all duties incident to the office of Treasurer and other duties assigned to him or her by the Chair or Board of Directors. The Treasurer is responsible, with the Executive Director for ensuring the monthly financial reports and the end of the year audit are completed and filed with the county in a timely manner.

(2.4.4.4) Secretary

The Secretary shall keep minutes of the meetings of the Board of Directors in a manner prescribed by the Board, and such duties as assigned by the Chairman or Board of Directors, and other duties incident to the office of Secretary.

(2.4.5) Application Process

Any person wanting to apply to serve as a member of the Board of Directors should contact either the Executive Director or the Board Chairperson to obtain an application which shall be submitted to the Board of Directors for review and consideration. The Board shall follow the nominating process as outlined in the Bylaws to select from the potential pool and other qualified applicants for Board membership. The Board of Directors may recruit members based on the identification of strategic needs of the Board and organization and solicit nominees who are natural matches.

(2.4.6) Election Process

The Directors of the organization shall be elected annually by the Board of Directors at the annual meeting of the Board, or as individual board members' terms are expiring. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. When a newly elected Board member is filling a vacancy, that member shall fill the remainder of the original member's term, and then be eligible for reelection to continue on the Board. Each officer shall hold office until his or her successor shall have been duly elected.

The Board will evaluate the needs of the Board of Directors at the annual meeting of the Board for the coming school year. After review of all nominees and applicants the Board shall vote on the acceptance or denial of the nominees.

(2.4.7) Board Member Resignations

Any Board member who wishes to resign from office shall inform the School Board Chairperson in writing. The resignation shall become effective upon receipt of the letter unless an alternative date is suggested within the resignation letter. The Board Chairperson shall certify to the Board that the office is vacant. The Board will then appoint a replacement to serve using the process described within these policies.

(2.4.8) Removal Process

Any Director or agent elected or appointed by the Board of Directors may be removed by the Board whenever, in its judgment, the best interests of the organization would be served thereby, but such removal shall be without prejudice. In order to remove a director, the Board must vote on the issue and must have quorum to take the vote.

(2.4.9) Operational Procedures

Upon the election or appointment of new board members, the Executive Director shall provide the new Board member with copies of important documents such as: Florida

School Laws relating to charter schools, State Board of Education Rules relating to charter schools, Articles of Incorporation, Bylaws, Policies and Procedures, current Charter contract, current annual budget, and other documents the Executive Director deems essential to an understanding of the operation of the organization.

The Executive Director shall set aside such time as is necessary to answer any questions arising from the study of these documentations and shall cooperate fully in assisting the new member to become an informed and active Board member.

New Board Members shall be required to complete statutorily required training.

The organization shall provide the new Board member opportunities to attend a charter school conference or other training opportunities in regards to the responsibilities of Charter School Board Members.

(2.5) Meetings

All meetings of the Board of Directors shall be held in accordance with Florida Government in the Sunshine laws. Except for special meetings described below, notice of all meeting and agenda shall be posted no less than three (3) calendar days prior to each meeting. The agenda will be prepared by the Executive Director with input from the Chairman. Input into the agenda should consist only of the placement of items on it and not used as a means to circumvent the sunshine law. A working agenda will be distributed to Board members seven (7) calendars prior to the meeting for input prior to the distribution of the final agenda except for special meetings as described below. These meetings will be rotated so that each of the Pivot Education, Inc. schools has the opportunity to host meetings. The specific location of each meeting will be identified by the Board in their annual calendar of meetings.

(2.5.1) Governance Meetings

The Board of Directors shall fulfill these duties by meeting no less than quarterly. In compliance with the Florida Law the Board publishes the schedule of its meetings and holds them in open session. The Board will meet in accordance with the Florida Sunshine Law, Section 286.011 and shall meet in executive session only when and to the extent permitted by Florida law.

(2.5.2) Annual Meeting.

The annual meeting of the Board of Directors shall be held in September each year, unless the Board, by resolution, provides for a different time and place for the holding of the annual meeting. At the annual meeting the new Board Members will be elected.

(2.5.3) Regular Meetings

An annual schedule of General Meetings will be set by the Board of Directors and made available for public review.

(2.5.4) Special Meetings

Special Meetings of the Board may be called by the Chairman or any two voting members of the Board. The person(s) calling such meeting may set the location of the meeting as a conveniently accessible place for all Board members and the public.

Special Meetings must be scheduled with no less than two (2) day prior notice and must be established to discuss only a single issue.

(2.5.5) Audience Participation

At all Operational Board Meetings any non Board member may elect to speak on each agenda item for up to three minutes. The posted agenda shall outline a time and procedure for individuals wishing to address the Board. Any audience member who becomes unruly or disruptive to the proceedings may be removed from the meeting.

(2.5.6) Voting by Proxy

Board Members may not vote by proxy. In circumstances where attendance at the meeting is impossible, the Board member may participate by electronically provided that all members and the public are able hear all discussion and votes. Members who are participating electronically may not be considered in the count to determine whether quroum has been met.

(2.5.7) Notice of Board Meetings

Notice of meetings of the Board of Directors, including Committees of the Board as described elsewhere within these policies, will be given in a manner to reasonably inform the public of the matters to be considered by the Board.

Notice of the time, date, and place of the meeting as well as the tentative agenda will be provided at least three (3) days prior regularly scheduled meetings of the Board of Directors. For special meetings or committee meetings the notice must be given at least twenty-four (24) hours prior to the meeting.

In order to maximize public participation, notice of Board meetings will be posted on the school's calendar, on the school's website and when possible in school publications such as newsletters. Upon request, members of the media will be provided with notice of the meeting at the same time notice is provided to members of the Board.

(2.5.8) Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed..
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
- A written memorandum from the interested person explaining the nature of the interest to be filed within 15 days after the vote to which s/he had exercised recusal steps under policy as described above.

(2.6) Committees

(2.6.1) Development of Committees

The Board of Directors by resolution adopted by a majority of voting members may designate one or more committees, each of which shall consist of at least one voting Board member, plus any non-board members as the Board sees fit to appoint.

(2.6.2) Meetings

Committees that have been designated by the Board of Directors must be held in accordance with Florida's Government in the Sunshine law. The Executive Director shall ensure that all meetings are posted in the same way as Board of Directors Meetings are posted at least one (1) day prior to the meeting.

(2.6.3) Committee Reports

All Board Committees are subject to the direction and control of the Board and a designated Board member serving on that committee will serve as chairman or appoint a chairman who will report directly to the Board in the public Operational Board meeting, unless a Special Meeting is called and lends itself to the function of the committee.

(2.6.4) Authority

The designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual member thereof of any responsibility imposed on it, him, or her by law. Committee recommendations are not binding until and unless adopted by a majority vote of the Board of Directors in session, provided a quorum is present.

(2.7) Conflict of Interest Policy

The purpose of the conflict of interest policy is to protect the interest of the organization when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations generally and public charter schools specifically.

(2.7.1) Definitions

Interested Person: Any director, principal officer, owner, president, chairperson, governing board member, or member of a committee with governing board delegated powers and any superintendent, principal, other administrator, or any other person employed by the organization who has equivalent decision-making authority who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest in any entity with which the organization has a transaction or arrangement,

- A compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
- A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Family: A "family" member means: father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

Compensation: Compensation includes direct and indirect remuneration as well as loans, gifts, in-kind services, favors or anything of value. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

(2.7.2) Procedures

(2.7.2.1) Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(2.7.2.2) Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(2.7.2.3) Procedures for Addressing the Conflict of Interest

- An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing board or committee shall determine whether the organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors

whether the transaction or arrangement is in the organization's best interest, for its own benefit, and whether it is fair and reasonable.

- In conformity with the above determination, the organization shall make its decision as to whether to enter into the transaction or arrangement, EXCEPT if the interested person or his/her spouse or child (i.e., immediate family) has a direct material interest in a transaction involving the purchase, rent or leasing of any realty, goods or services, the organization is prohibited from entering into such transaction without subjecting the decision to competitive bidding.

(2.7.2.4) Violations of the Conflicts of Interest Policy

- If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

(2.7.3) Compensation

- A voting member of the governing board who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

- A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

- No governing board member or his/her spouse or minor child may either solicit or accept anything of value (including a gift, loan, reward, promise of future employment, favor, or service) that is based on any understanding that the vote, official action, or judgment of the governing board member would be influenced by such gift. Gifts from family are not prohibited, nor gifts associated primarily with the recipient's employment or business. Food or beverage consumed at a single sitting or event may be accepted.

- Board members may receive compensation for expenses spent on behalf of the Organization if such expenditures are approved within the Budget or by the Board of Directors. This includes travel to conferences, meetings, seminars and conventions related to charter schools or the Organization. The Director shall follow the reimbursement processes described elsewhere within these policies.

(2.7.4) Nepotism

The organization is prohibited from appointing, employing or promoting a family member of an interested person unless such family member has been in the continuous employ of the organization prior to July 1, 2009 and the organization discloses the nature of such employment.

(2.7.5) Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- Has received a copy of the conflict of interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and
- Understands the organization is (i) charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes and is (ii) a public charter school subject to applicable state and federal laws and regulations.

(2.7.6) Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

(2.7.7) Use of Outside Experts

When conducting the periodic reviews as provided for in this policy above, the organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

(2.8) Financial Interest

Members of the Board shall not receive any monetary compensation for their services nor shall they have any financial interest in the organization other than their own monetary donations to the organization.

(2.9) Employer Responsibilities

(2.9.1) Purview of Private Employer Matters

Although the Executive Director is responsible for all faculty hiring and evaluations the Board sets general guidelines for the qualifications of staff, terms of contracts, performance evaluation expectations, administrative grievance procedures, non-renewal and termination processes.

(2.9.2) Private Employment Matters

Most private employment matters will be effectively handled by the Executive Director of the organization. On occasion, should the Executive Director need additional advice or recommendations, the Executive Director will consult with either the employee leasing company's HR department, or an employment attorney.

(3) Employment Manual

(3.1) Equal Opportunity Employment

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The organization is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(3.2) Employment Non-Discrimination and Non-Harassment

Pivot Education, Inc. does not discriminate against anyone, to general operations of the organization, and to any basis prohibited by applicable law or regulation.

Pivot Education, Inc. is committed to an environment in which all individuals are treated with respect and dignity. We believe that each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the organization expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. Thus the organization does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and also includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

- Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

- Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay or other form of compensation, and selection for training.

- Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually-oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

- Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance.

- Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or attentions, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment.

- The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering into, or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

(3.2.1) Retaliation is Prohibited

Pivot Education, Inc. prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

(3.2.2) Reporting Procedures and Investigation

Pivot Education, Inc. strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to the organization's policy or who have concerns about such matters should file their complaints with the Executive Director or any Member of the Board of Directors or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. The organization will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

(3.2.3) Responsive Action

Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the organization believes appropriate under all of the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible in light of all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become

a part of the complaint investigation record and that file will be maintained separately from the personnel files.

(3.2.4) Conclusion

Individuals who have questions or concerns about this policy may talk with the Principal, Executive Director or any member of the Board of Directors.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that the organization is aware of your problem! It is your responsibility to bring this information to the attention of the organization so the issue can be resolved.

(3.2.5) Training

New employee orientation training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are oriented as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.

(3.3) Personnel Records

Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

a. Evidence of successful completion of required education
b. Florida Teaching Certificate, certificate of law for the position
c. Employee assessments
d. Signed contract (if required)
e. Signed loyalty oath if required by the State of Florida or the Federal Government.
f. Withholding allowance certificate (W-4)
g. Copy of Social Security Card
h. Benefits enrollment documentation
i. Background verification (results of School District fingerprint test)
j. Letters of reprimand and information regarding any disciplinary action taken
k. Personal Data Sheet
l. Employment Eligibility Verification (I9 Form)
m. Arrest and Conviction Record
n. Drug-Free Workplace Policy.

It is the responsibility of the employee to obtain and submit these documents:

a. **Florida Certificate:** the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.

b. **Health Certificate:** Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom

from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.

c. **Contracts:** Each employee shall sign the offered contract and submit it to the school office within the specified time.

d. **Certificate Extensions/Additions:** Other official correspondence with the state Department of Education and any other documents which may be requested shall be copied in the school office. Copies shall be retained and the originals shall be returned to the employee.

e. **Criminal Records:** The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119 and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

(3.4) Compensation and Benefits

(3.4.1) Salaried Employees

Instructional and administrative staff members shall be salaried employees. Salaries shall be made in accordance with schedules adopted by the Board of Directors of the school, and in accordance with state and federal law.

(3.4.1.1) Initial Salary Placement

The initial placement on the salary schedule shall be based upon the degree and experience held by the employee on their first day of work.

(3.4.1.2) Benefits

(3.4.1.3) Paid Time Off

Salaried employees will be granted Paid Time Off (PTO) within the contract/agreement with the organization.

(3.4.1.3.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.4.1.3.2) Overuse of PTO

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

(3.4.1.3.3) Unused PTO for Salaried Employees

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

(3.4.1.3.4) Black Out Days

The organizations acknowledges there are certain periods during the year where the attendance of its teachers and students is of utmost importance. As a result, black out periods have been established whereby staff will not be allowed to utilize personal days. If an employee is ill during these periods, a doctor's note will be required, otherwise all time off will be without pay during the following black out periods:

- Fall FTE Survey Week (Usually 2nd week in October)
- Spring FTE Survey Week (Usually 2nd week in February)
- During Midterm exams
- During Final exams
- During the FCAT administration

(3.4.1.4) Vacation

(3.4.2) Hourly Employees

Non-instructional and non-administrative employees shall be paid hourly. Hourly rates will be set by the Board of Directors of the school and in accordance with state and federal law.

(3.4.2.1) Initial Compensation

Hourly employees shall be offered a specific hourly rate based on the rates paid to similar employees at other local schools.

(3.4.2.2) Paid Time Off

All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relationship to all regular hours you actually work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. You may begin using your PTO at any time after it accumulates, however you may not use PTO in advance of any accumulation of it.

Years of Experience	Accumulation Multiplier	Approximate Weeks Off for Full Time Employees
Year 1	0.042017	(2 weeks)
Year 2-5	0.064378	(3 weeks)
Year 6 and on	0.087719	(4 weeks)

(3.4.2.2.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.4.2.2.2) Unused PTO for Hourly Employees

Hourly employees are encouraged to use their PTO time during the fiscal year in which it accrues (July 1 – June 30), however, up to fourth (40) hours of accrued PTO time may be carried forward to the following fiscal year. No more than forty (40) hours may be carried forward into the next year.

(3.4.2.3) Vacation

Hourly employees who normally work during the following times will be provided holiday pay for the following days. The amount to be paid will be based on the annual average hours worked per day, which is calculated by finding the sum of hours in the work agreement with the employee divided by 52, divided by 5.

Paid Holidays Time

- Independence Day
- Labor Day

Thanksgiving (total of 3 days)

Winter Break (total of 5 days - Schedule to be determined by the Executive Director)

- Memorial Day

(3.4.3) Benefits

The organization provides a comprehensive Benefit Plan which may vary from year to year as determined by the Board of Directors.

(3.4.3.1) Eligibility

Regular employees who work at least thirty-two (23) hours per week including job-share employees are eligible for benefits, per individual contracts.

- **Initial Enrollment:** Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective the first day of the month following thirty (30) days of employment in an eligible benefit status.
- **Open Enrollment:** The Board provides an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

(3.4.3.2) Organizational Contribution

The organization contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both the organization contribution amount and the normal insurance deductions. Organizational contribution amounts vary and are determined by the Board annual.

(3.4.3.3) Termination of Coverage

Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or terminates employment.

(3.4.3.4) Leaves of Absence

While on an approved, unpaid leave of absence, employees are required to pay the entire cost of all insurance plans, including the organization paid portion in order for coverage to continue. The appropriate person(s), agencies, and/or organizations must receive payment by the first of each month. Insurance coverage will be canceled for nonpayment if full payment is not received by the due date. When an employee is on an approved leave, the employee is responsible only for payment of the portion of premium(s) the employee normally pays. Nonpayment of premiums will result in cancellation of coverage.

Suspension Without Pay: While on suspension without pay, an employee is considered to be on unpaid leave of absence. As such, the employee is entitled to maintain insurance coverage by paying the total cost of insurance. If the employee elects to continue insurance and is reinstated, the employee will be refunded the organization contribution paid during the period of suspension. If the employee elects to continue insurance and is not reinstated, the insurance will terminate the last day of the month in which the employee is dismissed. If the employee chooses not to continue insurance and is reinstated, insurance will be reinstated the first of the month following the date of the final order and the employee will be responsible for any regular employee contributions.

(3.4.3.5) Worker's Compensation

The organization provides Workers' Compensation benefits pursuant to Florida law.

(3.4.4) Miscellaneous

(3.4.4.1) Reclassification

Employees who complete educational degrees or obtain a professional teaching certificate that would necessitate a move on the salary schedule or hourly rate are required to provide appropriate documentation to the Executive Director. Such changes to the salary shall only be made at three times during the year: at the start of the fiscal year, at the start of the school year, at the start of second semester of the school year.

(3.4.4.2) Retroactive Payments

When salary and benefit agreements are reached, any approved retroactive payments due employees will be paid only to those in active pay status on the date of Board approval.

(3.4.4.3) Return of Overpayments

If an employee is overpaid due to an error, resignation, or any other reason, the Organization is entitled to recover any overpayment.

(3.7) Leaves

(3.7.1) Personal Leave

(3.7.1.1) Leave of Absence without Pay

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a Personal Leave of Absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior

to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis by the Executive Director. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the effect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

(3.7.1.1.1) Salary Action

Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

(3.7.1.1.2) Returning/Not Returning From a Leave

Due to the nature of our business, the organization cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, the organization will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the organization will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Superintendent that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

(3.7.1.2) General Medical Leave (Including Pregnancy And Illnesses)

(3.7.1.2.1) Eligibility

General Medical Leave is separate from PTO or other leave pursuant to the organization’s paid time-off policy. Full-time employees who have completed their initial introductory (probationary) period are eligible for unpaid General Medical Leave not to exceed 12 continuous weeks.

Exceptions to this full-time employment requirement may be made where required by law to accommodate pregnancy related disabilities, on-the-job injuries or illness, or to accommodate an employee with a disability under the Americans with Disabilities Act You may request a General Medical Leave of Absence when you are unable to work due to a medical condition and you have exhausted (or are expected to exhaust) all available PTO, yet you are still unable to return to work.

(3.7.1.2.2) Duration

General Medical Leave, if granted, is granted only for the period of inability to work due to a medical condition, not to exceed 90 days during any "rolling" 12-month period (measured backward from the date the General Medical Leave sought by the employee would begin).

(3.7.1.2.3) Request and Approval

Requests for General Medical Leave should be submitted to the Executive Director.

Requests for General Medical Leave must be accompanied by a Certification of Health Care Provider form (available from the Superintendent) whenever such leave is foreseeable. In cases where the leave is not foreseeable, a Certification of Health Care Provider must be provided within fifteen (15) calendar days of the request or as soon as reasonably practicable.

Properly supported and timely requests for General Medical Leave from eligible employees will be considered on a case by case basis subject to the educational requirements of the students, the business needs of the school and the durational limits stated above.

(3.7.1.2.4) Reports on the Employee's Status and Intent to Return to Work

If you are on approved General Medical Leave, you are required to keep the organization advised of your status and intent to return to work. While on leave, you must contact the Executive Director every 2 weeks and inform him/her of your status and intent to return, unless other reporting arrangements have been expressly made. Your failure to keep the organization advised of your status and intent to return to work may be considered a resignation from employment.

(3.7.1.2.5) Continuing Medical Coverage

While on a personal or medical unpaid leave of absence, the employee's medical coverage will continue during the length of the leave not to exceed 12 continuous weeks.

(3.7.1.2.6) Other Benefits

While on a personal or medical unpaid leave of absence, the organization will continue the employee's medical coverage to the extent normally paid on a monthly basis by the organization. However, during the unpaid leave of absence, the organization will not continue to make payments towards the employee's other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

(3.7.1.2.7) Appeal

If an employee's request for personal or medical unpaid leave is denied by the Executive Director, an employee may appeal the decision to the Personnel Committee by submitting a written request to the Superintendent within five (5) business days.

The Personnel Committee will endeavor to schedule a meeting with the employee within 5 business days. A decision to overturn the Executive Director's decision must be made by a majority of the Personnel Committee present.

(3.7.2) Military

If you enter military service while working for the organization, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with the organization. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

If you apply for reemployment within the time specified by federal law following an honorable discharge from the service, you will be given employment comparable to the position you previously held.

(3.7.3) Personal Leave of Absence without Pay

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis by the Executive Director. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the affect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

Due to the nature of our business, the organization cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, the organization will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the organization will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Superintendent that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

(3.7.4) Jury Duty

If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not

impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

(3.7.5) Bereavement

When a death occurs in a regular full-time employee's immediate family, that employee may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day. The organization reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild. Should additional time off be needed, the employee may make arrangements with the Superintendent for additional PTO or unpaid days off.

(3.8) Employee Behavior

(3.8.1) Hours of Duty

Unless another schedule has been determined between an employee and the supervisor, the regular workday for employees is from 7:45 am until 4:45 pm. If an occasion arises that requires leaving earlier than 4:45pm, employees should request a schedule accommodation, in advance, from the building Principal.

(3.8.1.1) Leaving The Building

If an employee leaves the building for any reason during the normal hours of duty (i.e. for lunch), the employee is required to both sign out and back in at the office. This allows each employee to be accounted for and to be able to be reached in case of an emergency. Individuals may not sign out or in other employees on their behalf.

(3.8.2) Professional Conduct

Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.

(3.8.2.1) Ethical Standards

All employees are required to comply with SBE Rule 6B-1.001, Code of Ethics of the Education Profession in Florida and SBE Rule 6B-1.006, Principles of Professional Conduct for the Educational Profession in Florida.

(3.8.2.2) Reporting Requirements

It is the duty of all employees to promptly report to the Principal, Executive Director or the Board Chairperson any alleged misconduct by any employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action. The report may be made verbally, however, the Principal, Executive Director or Board Chairperson may request written a explanation, which the employee shall be required to provide.

(3.8.2.3) Investigation

The Principal or Executive Director shall investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student. In the event that the allegation is made against the Executive Director, the Board Chairperson may contact the authorizing school district to assist with investigating the situation.

Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students, or shall be placed on administrative leave with pay pending the outcome of the investigation.

Information related to the alleged misconduct shall be confidential during the investigation.

(3.8.2.4) Legally Sufficient Complaint

The Executive Director or Board Chairperson shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

(3.8.2.5) Resignation or Retirement in Lieu of Termination

The organization, or any of its employees, shall not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct.

(3.8.2.6) Training

All employees shall be offered the opportunity to go through training on the Code of Ethics and Principles of Professional Conduct. Annually employees will be reminded of the reporting requirements of this policy, and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.

(3.8.2.7) Confidentiality

Employees, volunteers, and board members are bound by ethical and legal codes to protect the confidentiality and privacy of our students and their families and to protect and maintain the confidentiality of all information related to them. Confidential communications include conversations, grades, progress, reports, forms, correspondence, and computer generated communications with, about or involving in any way any students or their families.

(3.8.3) Professional Standards

Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct do not meet organizational standards, Pinellas Preparatory Academy, Inc. will endeavor when it deems appropriate to provide the

employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination.

The rules set forth below are intended to provide employees with notice of what is expected of them. Necessarily, however, such rules cannot identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of Pinellas Preparatory Academy, Inc., other employees, students or parents may also result in disciplinary action.

(3.8.3.1) Job Performance

Employees may be disciplined for poor job performance, including but not limited to the following:

- Below-average work quality or quantity;
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges;
- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.

(3.8.3.2) Misconduct

Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination;
- Dishonesty;
- Theft;
- Discourtesy;
- Misusing or destroying organization's property or the property of another on organization's premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering Organization's records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on Organization property or while conducting School business;
- Gambling on School premises or while conducting organization business;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on organization property or while conducting organization business; [or]

- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of organization, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

(3.8.3.3) Attendance

In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

- Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and
- Notifying the Principal in advance of anticipated tardiness or absence.

(3.8.4) Discipline Procedure

Except as set forth elsewhere in the organization's policies, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning.

The organization reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resort to prior disciplinary steps, when the organization deems such action appropriate.

(3.8.4.1) Suspension and/or Dismissal of Instructional and Administrative Support Personnel During Contract Period

Suspension of instructional and administrative personnel during the contractual period shall be by the Executive Director. Whether such suspension will be with or without pay will be at the discretion of the Executive Director. The Executive Director (or designee) shall promptly notify each employee in writing who has been suspended or dismissed and set forth the basis for suspension or dismissal.

(3.8.5) Employment At Will

Nothing in this Guideline is intended to alter the at-will status of employment with Pinellas Preparatory Academy, Inc.

(3.8.6) Conflicts of Interest

No employee or directors of the organization shall solicit students, employees, or the organization for the selling of goods and services, other than as part of a school or PTA/PTO activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with the organization, with the exception of the PTA/PTO.

Expenses for trips to evaluate products or equipment shall be paid by the organization if previously approved by the Executive Director or designee. However, once equipment is purchased or leased, personnel may attend training sessions at the expense of the organization if training is included as a service within the purchase or lease price, and is approved by the Executive Director.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial

costs, to staff, and the resulting knowledge or training is judged by the Principal (or designess) to be in the organization's interest with no advantage or obligation given to an individual company, and to be no conflict of interest, the Principal (or designee) may authorize attendance.

No employee shall accept other employment which might impair the employee's independence of judgment in the performance of duties for the organization.

Violation of this policy may constitute grounds for dismissal from employment.

(3.8.7) Financial Obligations

Employees are expected to handle their personal financial obligations in such manner as to prevent the involvement of the organization.

(3.8.8) Political Activities

Employees are not allowed to conduct in activities support or denouncing individual political candidates or views which conducting activities for the organization. The use of organizational resources for political activities is strictly prohibited. Should an employee choose to campaign for and hold an elective public office, the Principal will ensure proper safeguards are put into place to ensure that the campaign or elected duties do not interfere with the role the employees plays at the organization.

(3.8.9) Academic Freedom

It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of the organization that discussion of such issues, dealing with local, state, national and international affairs, shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. All sides of such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and Principal.

It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the Principal of the potentially controversial materials. It is the Principal's responsibility to insure that the materials used are at grade level or below, and appropriate and consistent with the Sunshine State Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

(3.8.10) Reporting Legal Infractions

All employees are required to promptly notify the Principal if they are arrested or given a Notice to Appear for any criminal offense, including driving under the influence (DUI)

and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. In the event that the employee in question is the Principal, he or she shall report said legal infraction(s) to the Executive Director, and in the event that the Executive Director is the person in question the report shall be to the Chairman of the Board. Once a report has been made, the supervisor shall determine whether this offense could make the employee ineligible for employment under § 1012.315, F.S., and take such actions as are deemed necessary.

(3.8.11) Employees Children At Work

Due to issues of liability, employees are not allowed to bring their own children to work without the principal's consent. This includes regular school days, workshops, and institute days. Employees may bring their children into the building when working on their own time and school is not in session provided they are properly supervised.

(3.8.12) Dress and Appearance

Employees are expected to dress as professionals. On student attendance days, employees may not wear jeans, shorts, t-shirts, tank tops, low-cut shirts, low waisted pants, short-short skirts, extremely baggy, camouflage, or inappropriate clothing.

At a minimum, employees are expected to abide by the guidelines for student dress. Physical education teachers may wear professional athletic apparel, if necessary. Please use professional judgment in regard to selected work attire. It is admissible to wear jeans on Fridays, for fieldtrips or for other days specifically designated as a day to wear particular types of clothing (ex. Red, white and blue day). Appropriate shorts may be worn on field trips. Exceptions are also made for in-service, institute and workshop days when students are not present. Professional attire may be addressed at the discretion of the administration.

(3.8.13) Email and Communication

The use of Electronic Mail will be the official method of internal communication among employees. As a result, employees are expected to check their school Email at least twice per day. Employees should not use the organization’s provided equipment and network for checking personal communications.

(3.8.14) Staff Meetings

Employees are required to attend and fully participate in all staff meetings unless they make prior arrangements with the Principal. If the Principal approves the employee missing a meeting, the employee is responsible for finding a colleague to take notes and provide the information to the Employee. Regular meetings will be held at least once per month.

(3.9) School Rights

(3.9.1) Employment of Relatives

No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly.

No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the Board of Directors.

If a close relative is employed by the organization. both parties shall agree in writing to maintaining professional conduct while on duty or at school related activities.

If the close relative is a member of the Board of Directors, the Board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee.

Close relative shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree.

(3.9.2) Pre-Work Physical Examinations

Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by these policies.

(3.9.3) Initial Appointment

Except as otherwise provided for in Florida Statute, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended.

Appointments shall be made only by the Executive Director. The organization may offer contracts to outstanding applicants as early as November in anticipation of openings for the following school year. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the Executive Director. The organization may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by the Executive Director, subject to guidelines and requirements set forth by the Board of Directors and to the annual budget.

(3.9.3.1) Background Screening

Prior to employment, candidates must be screened by the organization using the Department of Education's electronic screening tools. The school shall also check each reference from the prospective employee's previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under § 1012.315, F.S.

(3.9.3.2) Initial Probationary Period

Employees shall be subject to an initial probationary period of ninety (90) calendar days. Should the employee be discharged for unsatisfactory performance during such initial probationary period, as provided in Section 443.131, Florida Statutes, the School will not be liable for any unemployment compensation benefits.

(3.9.4) Employee Evaluations

(3.9.4.1) Intent

It is the intent of the organization that assessments of personnel be used for two reasons: 1) Determining the suitability for retention of the continuing and professional service of contract personnel; and 2) Method of assisting staff in their professional development to best impact the education of students and operation of the school. The organization acknowledges and agrees to follow all legal requirements as set forth in Florida Statute as they apply to charter schools.

(3.9.4.2) Observations

Teachers will have at least one formal and two informal observations during each academic year by the individual's supervisor. The supervisor will share with the Teacher the evaluation criteria and expectations prior to conducting an observation. The supervisor will either provide a written summary or a personal conference to discuss the results the observation within two weeks after the observation.

(3.9.4.2.1) Foundations

Teacher evaluations and observations shall be based on the Florida Educator Accomplished Practices, or the Florida Leadership Standards for administrative staff members. These standards are defined in Florida Administrative Codes.

(3.9.4.3) Student Performance Data

Professional staff members shall have a portion of their annual evaluation based upon student performance indicators, as required by Florida law. If the student performance data is not available prior to the due date of the annual evaluations, the evaluations may be amended to incorporate the data once it becomes available.

(3.9.4.4) Annual Evaluation

Each staff member will receive a written annual evaluation each year, and the evaluation shall be presented to the employee by May 15 of each year.

(3.9.4.4.1) Individual Writing Evaluation

Each employee shall be notified at the start of each year who their immediate supervisor is who will be writing their annual evaluation. Teachers and support staff will be supervised by an administrative member of the staff. The Executive Director will be evaluated by the Board of Directors.

(3.9.4.4.2) Categories

As required by law, the organization shall use the following indicators of student performance as the result of the annual evaluation: Highly Effective, Effective, Needs Improvement or Unsatisfactory. For teachers in their first 3 years of employment, the Needs Improvement rating shall be replaced by Developing.

(3.9.4.4.3) Miscellaneous

Following the completion of the evaluation, the supervisor shall meet with the employee to discuss the evaluation. Employees may provide a written response to the evaluation as a permanent attachment to the evaluation. Employees will be expected to sign the evaluation, however the signature does not necessarily indicate consent with the

findings, only that the employee has received a copy of the evaluation. If the employee refuses to sign the document, the supervisor shall provide a written amendment documenting the date the evaluation was discussed with the employee and that the employee refused to sign the document acknowledging its receipt.

(3.9.4.4.4) Unsatisfactory Evaluations

If an employee has received an unsatisfactory performance assessment or concerns exist throughout the year such as following a formal observation, the supervisor shall confer with the employee and shall make specific recommendations for actions the supervisor believes should result in improvement. The supervisor and employee shall develop a plan, which will be shared with the Executive Director of the organization. The plan shall include a prescribed period of time in which the corrective actions must be completed. If the employee has received an unsatisfactory evaluation, the employee shall be placed on a 90-day probationary period in which the employee shall receive assistance and training to correct the deficiencies noted in the evaluation.

(3.10) Employee Rights and Responsibilities

(3.10.1) Professional Education

The organization and the school district conduct various types of professional development opportunities which shall serve to increase the efficiency of all staff members, instructional, administrative and supportive. Staff members are expected to participate in such professional education activities. Days and times designated as pro-ed or training must be used as such unless the Principal agrees to another use of the time in writing.

(3.10.1.1) Principal Professional Development

It is the policy of the Board of Directors that continuous improvement for all employees is essential to the success of Pivot Charter Schools. Therefore, each professional employee of the organization shall develop an Individual Professional Development Plan (IPDP) in conjunction with his or her direct supervisor. This plan shall address the strengths and needs of the employee. After the first evaluation of the employee is complete, the IPDP should address the areas the employee scored the lowest.

The Principal of each school and the Executive Director's shall be required to complete teh Florida School Leaders School Leadership Development Program's (https://www.floridaschoolleaders.org/) evaluation to identify areas of strengths and weaknesses as an educational leader based on the Florida Principal Leadership Standards. The IPDP developed by these employees should address the results and areas in which the employee scored the lowest on this assessment.

The Executive Director shall develop a form to be used to record each employees's IPDP, the form should be completed by the start of each school year, and included in the employee's personnel file.

(3.10.2) Copyrights and Patients

In those instances in which a product is clearly outside the job description of an employee, the results of those employee's work are the employee's private property. Organization employees have the privilege to do research, write articles, pamphlets and

books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may accrue to them as a result of the sale of such works. Such work may not interfere with the performance of the employee's regular or assigned duties.

When such a product is connected with the employee's work assignment, and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee's intent to acquire a copyright or patent shall be presented to the Executive Director who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If, at the end of such a sixty (60) day period, the employee has received no such statement from the Executive Director, the employee shall be free to consider such a product as personal property. In the event the Executive Director informs the employee that the organization has an interest in such product, the employee and the organization may enter into whatever contractual agreement(s) may be in their mutual interests.

(3.10.3) Reproduction of Copyrighted Materials

Organization employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the "fair use" doctrine of the copyright law; otherwise, the individual employee responsible for reproduction may be liable for breach of copyright under existing laws.

(3.10.4) Transporting Students

Unless an employee is transporting a student at the direction of the Principal, during an emergency, or during an officially approved trip in accordance with organization procedures, such transportation shall be furnished at the employee's own risk or liability. The organization does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee's employment.

Each employee must provide a copy of a valid driver's license and proof insurance to the organization prior to transporting any student for any reason.

(3.10.5) Smoking of Tobacco Products on School Property

The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the organization. No areas for smoking shall be designated on the organization's property, or within 100 feet of any building or area used by the organization. Students and staff members found in posesssion of tobacco products will face disciplinary actions as described within this policy manual. Other adults found in possession may be

restricted from access to organizational property based on the circumstances of the incident.

(3.10.6) Drug-Free and Alcohol-Free Workplace

This policy is derived from, and complies with, the Drug-Free Workplace Act of 1988. Additionally, the purpose of this policy is to comply with the Federal Highway Administration (FHWA) regulations for the establishment and implementation of anti-drug programs in the motor carrier industry as set forth in Title 49 of the Code of Federal Regulations (CFR) Parts 391 "Qualifications of Drivers" and 394 (Notification and Reporting of Accidents." These parts of the CFR include, by reference, the requirements of 49 CFR Part 40 "Procedures for Transportation Workplace Drug Testing Programs" which apply to all Department of Transportation regulated industries and set forth the procedural requirements for testing, from urine sample collection through analysis and verification of test results.

(3.10.6.1) Prohibition

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students' families as part of any work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

(3.10.6.2) Drug-Free and Alcohol-Free Workplace

A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to Section 1012.795 F.S. for certificated employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(3.10.6.3) Drug and Alcohol Testing

The organization retains the right to perform testing for Drugs and Alcohol at the following times:

- **Pre-employment testing:** All individuals whom the organization intends to hire on a permanent or temporary basis may be tested at the discretion of the organization.
- **Reasonable Suspicion Testing:** When a covered employee's conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on-duty time.

- **Post-Accident Testing:** As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.

- **Follow-Up Testing:** As part of or as a follow-up to counseling or rehabilitation the covered employee is subject to unannounced follow-up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.

- **Random Testing:** Random testing can be performed at any point in time at the discretion of the Principal or Executive Director.

- **Return to Duty Testing:** Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return-to-duty test. In the event a return-to-duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

(3.10.6.4) Testable Substances

Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by the Principal or Executive Director.

a. Using alcohol while performing safety-sensitive functions.

b. When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

c. Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion or follow-up test requirements.

d. Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV.

e. Reporting for duty, remaining on duty or performing a safety-sensitive function, if the covered employee tests positive for drugs.

(3.10.6.5) Disciplinary Consequences If Positive Results

Disciplinary action up to and including termination may be instituted against covered employees who have violated the standards of conduct cited in this policy. Nothing will preclude the organization from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as: (1) failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing; (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing; or (3) the employee engaging in conduct that clearly obstructs the testing process. The employee will be provided with the name(s) of a qualified substance Abuse Professional (2) (SAP) and resources available from which the employee may choose to seek assistance.

An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with these policies.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required post-accident test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation as a result of involvement in an accident will also receive a letter of reprimand. Disciplinary action for subsequent incidents will be taken in accordance with these policies.

An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of Nolo Contendre, or entering a Pre-Trial Intervention (PTI) program, whether or not there is a formal adjudication of guilt.

(3.10.6.6) Confidentiality

The laboratory may disclose test results only to the Executive Director. Any positive results which the organization justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for the purpose of identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 a et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The School may maintain only

those records necessary for compliance with this order. Any records of the organziation, including drug test results, may be released to any management official for purposes of auditing the activities the organization, except that the disclosure of the results of any audit may not include personal identifying information on an employee.

The results of a drug test of an employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:

a. To the Executive Director, who has authority to take adverse personnel action against such employee; To any supervisory or management official within the organization having authority to take adverse personnel action against such employee.

b. Pursuant to the order of a court of competent jurisdiction or where required by the organization to defend against any challenge against any adverse personnel action.

Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employees drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.

All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. In order to efficiently implement this order and to make information readily retrievable, the Superintendent shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a “need to know” shall have access to them.

(3.10.7) Teacher Certification Standards

(3.10.7.1) Applicable Standards

In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the Executive Director is directed to establish and keep in force procedures for appropriate certification guidelines. The provision of the Standards shall apply to all teaching certificates issued for grades K-12. When state-mandated certificates are available, all such certificates issued by the organization shall become null and void.

(3.10.7.2) Certification Renewals

Professional staff members are required to maintain their state educator certification in accordance to Florida regulations. Staff members are responsible for the completion and submission of all applicable forms and fees for the certification renewals. Once a professional staff member has renewed their certification, they must provide a copy of the certification to their supervisor.

(3.10.8) Familiarity with Statutes, Rules and Policies

All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the School, which have particular reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule or policy, personnel should check with the Principal or Executive Director. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses in St. Petersburg and Clearwater and the Internet.

(3.10.9) Tutoring

No teacher shall receive compensation for tutoring a student who is enrolled in the teacher's class during the regular school term. No tutoring by teachers for compensation is allowed on the organization's property. Tutoring is defined as reviewing curriculum that is taught within the classroom.

(3.10.10) Membership in Organizations

Membership in any organization shall not be a condition for employment by the organization.

(3.10.11) Professional Development Trade Hours

In an attempt to encourage instructional and administrative staff members to participate in outside professional development activities, the school agrees to offer Professional Development Trade Days [PDTD] to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days, or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the Principal for permission to attend the training as a PDTD. The Principal has the discretion to allow or disallow the training to be used as PDTD. The Principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

(3.10.12) Reappointment or Non-Reappointment of Certified Personnel Not Under Continuing Contract

Teachers with annual contracts will receive notification by May 15 if they are being asked to return the following school year.

(3.11) Resignations

(3.11.1) Instructional Staff

Instructional employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the Executive Director as early as possible, but no later than June 1. Letters of resignation shall be submitted to the Executive Director. The letter should state reasons and an effective date for the resignation.

It is the practice of the organization to release individuals who resign for good cause prior to July 1 of each year. After July 1, a certificated employee may resign, however, the organization reserves the right to pursue any and all legal options available to it and may require monetary restitution from the employee for any funds the employee may have received for the new fiscal year.

(3.11.2) Support Staff

Support staff who wish to resign should address a letter of resignation to the Executive Director. The letter should state reasons and an effective date for the resignation. The organization requests employees provide fourteen (14) days written notice prior to resignation whenever possible.

(3.12) Reduction in Force

(3.12.1) Instructional Staff

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, school reorganization or the financial condition of the School, the organization will act to retain the most qualified teachers best able to serve the needs of the School's students. Seniority will not be the primary consideration for which staff members will be retained.

(3.12.2) Support Staff

The organization is authorized to reduce the number of support staff when in the Executive Director’s sole discretion factors including, but not limited to, decreases in student enrollment, School reorganization or financial reasons necessitate such reduction. In making such staff reductions, the organization will seek to retain those staff members best able to serve the needs of School's students.

(3.13) Travel and Entertainment Expenses

(3.13.1) Prior Approval

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. However, these items are not intended to be perquisites and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant. Prior to any travel or entertainment being conducted on the organization’s behalf the employee must first obtain the prior approval of the Principal if the person making the request is the Executive Director permission should be obtained from the Board Chairperson.

(3.13.2) Travel Arrangements

All arrangements required for business travel are to be made by the individual participating in the travel. The Executive Director shall provide a form which will collect all pertinent travel information. For maximum savings on airfares, this form should be completed 30 days in advance unless this is not possible due to the nature of the trip. Unless otherwise agreed to by the Executive Director all expenses shall be paid by the

employee to be reimbursed by the organization afterwards. The organization discourages the use cash advances to pay for travel expenses. However, should a cash advance be necessary under special circumstances and the Executive Director approves such, all receipts must be submitted for the funds advanced. Any amount not covered by the receipts shall be returned to the school upon the conclusion of the travel. If the funds are not returned, they shall be deducted from the employee's paycheck. Direct billing to the charter school from hotels, restaurants, etc. are not permitted.

(3.13.3) Expense Guidelines

(3.13.3.1) Air Travel

Make airline reservations based on the following criteria:

- **Expediency:** Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).
- **Cost:** Employees will fly coach class.
- **Carrier:** An employee's preferred airline can be utilized as long as expediency and cost factors are equal.
- Employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that the employee will fly at times that is not always the most convenient for them.

(3.13.3.2) Lodging

Employees are expected to use sound business judgment in selecting accommodations. In many cases a corporate rate is available and the employee should request this rate when registering at the hotel.

Suite accommodations are not permitted; the organization pays only for single rooms. An upgrade to a security room is a personal expense unless the hotel is in a place or a city that is designated to be a risk to all travelers.

If late arrival is guaranteed and the reservation must be canceled, the cancellation must be made within the time allowed. The organization will not pay for no-shows. All charges shown on the expense report form should be itemized to show hotel charges, meals, telephone charges, etc. In-room movies and use of mini-bars are considered personal expenses and therefore not reimbursable.

The employee will be reimbursed, less any travel advance for bills paid. The original detailed hotel bill as to be attached to the expense report. The employee will use the organization's sale tax exemption certificate; Florida sales taxes will not be reimbursed.

Employees will not be reimbursed for overnight travel within fifty (50) miles (one way) of the organization's office or their residence unless the circumstances necessitating the overnight stay is fully explained by the employee and approved by the Executive Director.

(3.13.3.3) Meals

For out of county travel, employees shall be allowed reimbursement for subsistence. Subsistence allowances for meals shall be paid at the following current rates:

- **BREAKFAST**: When travel begins before 6:00a.m. and extends beyond 8:00a.m., the traveler is entitled to an allowance for breakfast of $3.00.
- **LUNCH**: When travel begins before 12:00 noon and extends beyond 2:00p.m., the traveler is entitled to an allowance for lunch of $6.00.
- **DINNER**: When travel begins before 6:00p.m. and extends beyond 8:00p.m., the traveler is entitled to an allowance for dinner of $12.00.

In lieu of receiving subsistence allowances for meals and actual expenses for lodging at the single occupancy rate, employees who are traveling may elect to receive a per diem rate of $125.00 for overnight travel.

(3.13.3.4) Car rentals

The use of a rental car is permitted ONLY when it is in the interest of the organization to do so. Personal medical insurance should NOT be purchased from the car rental agency since employees are already covered under worker's compensation insurance.

For fewer than three (3) employees traveling together, the charter school will reimburse for the cost of a compact car. Upgrades to mid size are permissible if three (3) or more employees travel together.

If rental cars are retained over a weekend, such expenses are personal except when used to travel on a weekend to another location on organizational business.

(3.13.3.5) Personal Vehicles

An employee required to use their own automobile for business will be reimbursed at the prevailing rate per tax guidelines for per-mile deductions. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip. The organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

(3.13.3.6) Telephone

Business related telephone charges on an itemized lodging receipt and/or telephone charge card should be itemized under telephone expense.

(3.13.3.7) Entertainment

In order to be reimbursable, entertainment expenses must be ordinary and necessary expenses directly related or associated with the active conduct of business. It is very important to properly document entertainment expenses and substantiate the following elements:

- The date
- The place (name and location)

- Description or type of entertainment
- The business purpose and the nature of the business benefit expected to be gained by the organization. The business relationship to the organization of the persons entertained (name, occupation, title, etc.).

(3.13.3.8) Miscellaneous Expenses

Any additional business expenses that are not categorized above should be listed under miscellaneous expenses and documented with all pertinent information to substantiate the expense.

Unexplained items labeled "miscellaneous" are not allowable items of expense. Some examples of items not considered allowable are: newspapers, magazines, movies, shoe shines, personal expenses incurred for household services due to an employee's absence on a business trip, etc.

(3.13.4) Expense Report Preparation and Reimbursement

All business travel and entertainment expenditures incurred by employees are reimbursed through the use of a standard Expense Report attached to the Travel Arrangements form which shall be made available by the Executive Director. Expense reports should be completed and turned in within two weeks of return or incurrence of expenses. Expense report forms must be filled out and totaled completely. Use the appropriate headings and total on a daily basis. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the Executive Director or bookkeeper for the organization.

Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursements, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization has been obtained, and any unusual items are properly explained and documented. Authorized expense reports will be reimbursed by check, normally within two weeks after receipt by the bookkeeper or desginee.

(3.13.5) Local Travel Reimbursement Report Preparation

All local travel expenditures incurred by employees on behalf of the organization are reimbursable if approved by the the employee's supervisor. Employees should complete an Expense Report to request reimbursement for these expenses. Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

(4) Student Policies

(4.1) Admission of Students

The schools operated by the organization are a public charter schools which receive their Charters from the the local school district, and as such, complies with all applicable requirements of state law and the public school system as well as their Charters. As such, we must admit all eligible students based on space availability. The enrollment critiera is as follows:

- Resident of the sponsoring county
- In grades 6-12 to 16 years of are compensatory and fully eligible for open enrollment. Students born before September 1 and are 17 must meet certain conditions for open enrollment as well as 18 and 19-year old students.
- Students that are 17 and born after September 1 will be considered as a 16 year old for enrollment purposes. Students that are 17 and born before September 1 must have a minimum of 12 credits. If a student does not have 12 credits, the student can be conditionally enrolled with an academic contract.
- Eighteen and 19 year old students must have been continuously enrolled in another 9-12 regular educational setting other than adult education or a homeschool program. In addition, 18 and 19 year olds must be on track to graduate the semester at the conclusion of the academic year. Fifth-year seniors will be admitted under a conditional academic contract. *(Continuous enrollment for dropout purposes is defined as no break in enrollment for more than 10 consecutive school days. On the 11th consecutive school day a student age 18 or above is considered a dropout.)*
- Up to 22 with an IEP qualification and all inclusive programming (determined by a pre-enrollment staffing to determine the LRE)
- Discretionary principal approval – student is currently enrolled in or would be in an Alternative Learning Center (ALC) or rehabilitative program
- Non-discretionary enrollment - student must be released from an ALC or state approved rehabilitative program prior to enrollment as identified by the sponsoring district or program as complete
- Students living within two miles from the school will have the highest priority
- Students living 2.1 to five miles from the school will have the second priority
- Students 5.1 miles and beyond will have the least priority

(4.1.1) Enrollment Process

If there is an opening in any program during the current school year, a student will only be enrolled upon submission of a completed Pivot Charter School (PCS) admissions packet. Otherwise, new applicants will be placed on a waiting list. As soon as an opening occurs, the administrative staff will contact the parent/guardian to complete the enrollment process. There is no tuition for admission to charter school programs, but a student must be able to furnish proof of residency.

If enrolling from the Sponsoring County public school, the student will be listed under PCS attendance in the County student database. Student records will be transferred to PCS from the sending school. If enrolling from a private school, a public school outside the school district or home-schooling, final evaluation of the application will depend on County school district regulations.

(4.1.2) Student Lottery / Selection Policy

Students will be admitted to Pivot Charter School regardless of race, gender, religion or ethnic origin and our admissions and dismissal procedures will be equitable for all students.

1. Pivot Charter School will set and advertise in February and March the registration date. All brochures, flyers and advertising will include the registration deadline and admissions process. All applications are due April 24 of each year.
2. If the number of applicants is less than or equal to the number of available slots which qualifies applicant will be accepted and enrolled.
3. If the number of applicants meeting the established criteria of this charter exceeds the stated capacity of the school, or individual classroom or program, each student would be placed in a random lottery.
4. Each application will be given a number, and all numbers for each classroom program will be placed in a container. Numbers will be drawn on a random basis and all slots will be filled based on the order of their drawing. All numbers will be picked and the remainder will be used to create the wait list (the list will be developed based on the number order).
5. There will be at least two staff members present during the lottery drawing and the lottery will be open to the public. The lottery will take place every May 1st.
6. After the “Lottery” is completed, the wait list will be established and prioritized based on the order their numbers are drawn in.
7. As openings arise throughout the year, the next child on the waiting list for that particular classroom will be offered the space.
8. The parent has 48 hours to accept/refuse the space and complete all required documentation for admission into the program. If the parent is not able to do so, the space will go to the next child on the waiting list.
9. The following groups of students will not have to participate in the lottery and will gain automatic admissions/re-admission assuming they complete the “Intent to Return” form prior to the application deadline date.
    a. Current students and their siblings.
    b. Children of founding board members and teachers at Pivot Charter School.

(4.1.3) Late Entries

Students who enroll into the organization after the start of a term will need to work with each teacher to determine what back work, if any, needs to be completed. Some assignments or testing which are essential to the completion of the required State Standards may be required. Teachers will give students until the end of the current term to complete assignments.

(4.1.4) Withdrawls

Students who choose to leave the organization’s school will be assisted in their transition to their new school by having the School create a report indicating the student’s performance and current grade in each class. These reports can be provided twenty-four (24) hours after the parent provides notification of the withdrawal. The organization reserves the right to follow up with the student’s future placement to ensure compliance with compulsory attendance laws.

(4.2) Attendance

Florida Statutes 1003.21 mandates that all students are required to attend school, and sets forth specific requirements for the school. Parents and students can be held legally accountable for truancy.

(4.2.1) Parental Reporting

Within 48 hours of a student's absence, the parent will send a note or call the school explaining the absence. If that contact does not occur, the absence will be recorded as unexcused. In the case that an unexcused absence is recorded, the school will attempt to contact the student's parent or legal guardian regarding the absence to prevent a pattern of nonattendance. Under some circumstances, more than parental notification may be required by the Principal.

(4.2.2) Excused Absences

The following absences will be considered excused:

a. Student is ill. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the Principal).
b. Major illness in the family. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the Principal).
c. Death in the immediate family of the student. A student's immediate family includes biological parents, grandparents, siblings, or adults and siblings from an immediate extended family unit, at the Principal's discretion.
d. Religious holiday of the student's faith. This requires a parent's note seventy-two (72) hours prior to the absence.
e. Religious institutes, conferences, or workshops (only two days allowed if the request is signed by a parent and given to the school at least forty-eight (48) hours before the absence).
f. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons will be given to the school's Principal (or designee). This includes detention at a juvenile center in which the student continues his/her education.
g. Mental health counseling for the student. A note on business stationery from the mental health facility or personnel may be required by the Principal.
h. A major disaster, as decided by the administration.
i. Any absence, including those for field trips or other parental requests as judged appropriate by the school's Principal, provided that the request is submitted to the Principal forty-eight (48) hours in advance of the absence. The Principal may waive the requirement for advance notice if extenuating circumstances exist.

(4.2.3) Tardiness

The organization believes it is extremely important that students arrive at school on time and ready to learn. Students are allowed to enter the building 15 minutes prior to the start of school. We recommend students arrive a minimum of 5 minutes prior to the start of school to ensure ample time to reach their classroom before the start of class. We

have created strict guidelines in regards to students who are tardy to school in the morning:

a. Students who are not in class at the time class beings will be considered tardy.

b. For the legal purposes of truancy numerous tardies can be equated to absences. If a student is excessively tardy (defined as an hour or more late to school), three (3) such events will equate a single absence. Six (6) occurrences of tardiness less than one hour will equate to a single absence. The Principal can disallow individual instances of being tardy from this rule if a written explanation is provided to the school upon the return of the student.

(4.2.4) Early Removal / Dismissal

Students are expected to attend the entire day of school. The early release of students causes disruption to academic performance of all students and may create safety and security concerns. Students who are removed early from school are missing valuable instruction time, and this will be treated in the same manner as tardiness. A student who is removed an hour or more early from school three (3) times will be equated to one (1) absence. Six (6) occurrences of being removed from school less than an hour will equate to a single absence.

(4.2.6) Truancy Consequences

If a student has at least five (5) unexcused absences within a calendar month, or ten (10) days out of ninety (90), the student's homeroom teacher shall report to the Principal that there may be a pattern of absence existing. After this referral, the Principal will consider referring the student tp a child study team for the purposes of satisfying the requirements of § 1003.26, Florida Statutes. If the team finds a pattern of nonattendance, the team will meet with the parent to identify potential remedies; the Principal must notify the School District's charter school office of the identified pattern of nonattendance. If the initial meeting with the parent does not resolve the problem, the team shall implement the following pursuant to Florida Statutes:

1. Frequent attempts at communication between the teacher and the family.
2. Evaluation for alternative education programs.
3. Attendance contracts.

The team may also, but is not required to, implement other interventions that include referral to other agencies for family services or changes to the learning environment. Additionally, legal authorities will be notified if the problem is not corrected.

If the parent refuses to participate in the remedial strategies because he or she believes those strategies are unnecessary or inappropriate, the parent may appeal to the Executive Director.

(4.3) Behavioral

(4.3.1) Code of Student Conduct

Unless otherwise spelled out within these organizational policies, the organization will adhere to the School District's Code of Student Conduct. Copies of the organizations

student policies and the District's Code of Conduct will be made available all parents and students.

(4.3.2) Foundation

The organization believes that children learn in a variety of ways, and that our teachers provide an environment that meets the needs of our students. Utilizing our approach to education we believe that through student engagement we reduce the number of behavioral concerns within the classroom. However, we realize that when dealing with children, issues may arise which may require the school to address student behavior. In doing so, the school believes behavioral correction should be a learning opportunity, where students are given the opportunity to learn and demonstrate appropriate behavior, and cooperatively accept responsibility and be accountable for their actions. The organization believes we have a unique partnership with like-minded parents who share this philosophy of behavioral management and positive parental role modeling.

(4.3.3) Removal of Students from Class

On occasion, a student's behavior may require that he or she be removed from a class to ensure either the academic growth of other students or the safety of everyone involved. Due to the nature of our school, teachers do not have the option of requesting permanent removal from class. Should a situation arise that a student requires removal from class, the student may be issued a 10-15 minute cooling-off period to reflect and regroup. The student will be placed in the office until they regain both self-control and a cooperative attitude before returning to class. If necessary, the student may meet with the Principal (or designee) to discuss the concern and ways of remedying the situation. If necessary, the Principal (or designee) may meet with other involved or uninvolved students and/or the teacher(s) to identify ways to rectify the situation, towards allowing the student to return to class. Parents will receive notification by either a telephone call and/or in writing (e.g. email) if a child is removed from class for serious or repetitive behavioral concerns.

(4.3.4) Behavioral Expectations

Students are expected to behave in a respectful manner while under the responsibility of school staff (this includes during the school hours, after school activities, or any activity in which school staff members are responsible for the students). The Principal shall ensure that a document explaining student expectations and sample misbehaviors are developed which clearly describe behavioral expectations and consequences for misbehavior. This document shall be shared with families at the start of each school year and as often as needed thereafter. Each year, the school staff shall review the document and may make appropriate revisions.

(4.3.5) Behavioral Consequences

The following is a list of possible consequences that may be given to students for inappropriate behavior. In certain instances, other consequences that appropriately match the misbehavior may also be used.

(4.3.5.1) Verbal Warning

If a student is exhibiting a relatively minor behavioral infraction, the staff at their professional discretion, should give the child verbal warnings that their behavior is

inappropriate, and the warning may be documented by that staff member for future reference.

(4.3.5.2) Written Warning

If the behavior was a minor infraction and/or was the first or second occurrence, the student may receive a written warning to let the student know that if similar inappropriate behavior continues there will be similar and more significant consequences in the future.This written notice will be sent home through either written or email form for the parents to make them aware of the issue.

(4.3.5.3) Referral To Permanent File

A referral to a permanent file will be a paper that is completed by the Principal (or designee) after an internal investigation, including the student's comments regarding the misbehavior. This hard copy must be taken home, signed by the parent, and returned to school the next school day. Indication of the incident will be recorded within the student's permanent school records, and appropriate sanctions levied according to existing behavioral expectation guidelines. If the student does not return the referral with a parent signature, they may receive additional consequences, and the parent will be called.

(4.3.5.4) Detention

A detention is an extension of the school day where the students will be expected to stay after school. The student must report immediately after school and stay until the time designated by the Principal. If the student does not report immediately on the assigned school day, or is absent for any reason (except having an official doctor's note on physician stationery), that detention will be rescheduled and an additional penalty detention added.

(4.3.5.5) In School Suspension

An in school suspension is a consequence which secludes a student from his or her peers and allows the student time to reflect on his or her misbehavior. Students will be removed from class and located in an area outside the common areas where students are typically present. While suspended, students are not allowed to participate in any school related activities, including common lunch room. In school suspensions shall not be considered an absence from school. However, students are required to complete, on their own time, all make up work from the time missed. Computers may not be used by students in ISS, unless a teacher gives specific permission. When returning to normal class schedules, the student will not be allowed to participate in extracurricular activities or non-educational field trips for a period of thirty (30) days following the suspension.

(4.3.5.6) Out of School Suspension

An out-of-school suspension will be time away from school to consider and reflect their misbehavior. When suspended, a student is not allowed on school property, and if seen on school property, will be considered trespassing. While suspended, students are not allowed to participate in any school related activities. Out-of-school suspensions will be considered unexcused absences, and the student will be required to make up on their own time all work from time missed. When returning, students will not be allowed to participate in extracurricular activities or non-educational field trips for a period of thirty (30) days following the suspension.

(4.3.5.7) Recommend Reassignment

Under rare, serious circumstances, the organization may consider recommending the student be reassigned to another school by the School District. Should this become necessary the Principal shall work with District personnel to ensure proper district protocol and expectations are adhered to.

(4.3.5.8) Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the organization's discipline policies apply to all students. When appropriate, the School may discipline a student with a disability who has not complied with the discipline organization's policies. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed.

(4.3.6) Appeal Process

(4.3.6.1) Foundation

Every effort is taken to ensure students are treated equitably and fairly when investigating a behavioral concern and issuing referrals. However, should a parent/guardian feel that such issuance is unwarranted; they may use the following procedure to appeal the referral.

(4.3.6.2) Requesting An Appeal

If a parent/guardian wishes to request an appeal to a referral, the parent/guardian must submit such a request in writing to the Principal within four (4) calendar days of the issuance of the referral. Failure to make a written appeal will forfeit the parent/guardians right to any further appeal hearing. Upon receipt of the request, the Principal shall decide if the request is warranted. If the Principal decides to overturn the referral he or she may do so. If not, the appeal will be forwarded to the Executive Director for a decision. The Executive Director shall responding writing within three (3) school days of the appeal being received. If the parent/guadian is unhappy with the decision of the Executive Director, they may request a further appeal to the Behavioral Team. The request must be made in writing within three (3) calendars days of receiving the response from the Executive Director.

(4.3.6.3) Student Consequences

During the appeal process, the consequences the student was issued will stand and must be met by the student while any final decision is pending. If the student was suspended, he or she must also honor the terms of the suspension including accompanying consequences until the behavior team makes its decision. If the referral is appealed successfully all record of the consequence will be expunged and the students will be excused from any missed work during that time.

(4.3.6.4) Behavior Team Meeting

After receiving a request for further appeal after the Executive Director has issued a decision on an appeal, the Principal will coordinate a behavior team meeting, making an effort to schedule the meeting at a time that is convenient for all involved, including the

parent/guardian who requested the appeal. The meeting shall be scheduled within four (4) school days of receiving the request. At the meeting the parent/guardian will be allowed the opportunity to present their case as to why the referral is being contested. The Principal (or designee) shall provide information regarding the investigation and justifications for why the referral was earned by the student. The behavior team can ask questions of either the parent or Principal in clarifying the issue. At the appeal meeting the Principal will serve as non-voting members of the team, and the Principal will leave with the parents during the committee's deliberation of the appeal and decision-making process. After gathering information, the team's deliberation shall be limited to the following:

1. Deciding whether the student's behavior or act was in clear violation of the organization's policies, the behavioral expectations outlined by the school, the District's Code of Student Conduct, and/or the mission of the school;

2. Deciding whether the student(s) is/are known to have committed the violation;

3. Deciding whether to uphold the initial findings and decision, or whether an appropriate alternate sanction should be issued based on established parameters of the Behavior Program for the school.

(4.3.6.5) Reporting of Decision

Under most circumstances, the behavior team will make a decision at the initial meeting, however, the team reserves the right to meet within four (4) school days to review and make a final decision. The final decision will be determined by a simple majority vote and will be presented to the Principal. The decision of the committee will be documented and a copy of the decision will be mailed to the parent/guardian within four (4) business days of the completion of the appeal committee's hearing. The decision of the behavior team is considered a final decision. In all cases, members' individual votes remain confidential.

(4.3.6.6) Further Appeals

Should a parent/guardian be dissatisfied with the decision of the behavior team, they may further appeal the decision only on the grounds that the school violated a procedural safeguard. The parent/guardian may submit a written request to the Executive Director requesting an appeal to the Board of Directors. The Board of Directors will only consider whether procedures were followed, and will not address questions or concerns regarding the appropriateness of a consequence. Parents are advised to consider that all meetings of the Board of Directors are considered public meetings, and as such any information shared with the Board is a matter of public record.

(4.3.7) Student Conduct on Buses

The safety of students during their transportation to and from school as well as while on field trips is a responsibility which they and their parents/guardians share with the bus drivers and school officials. Therefore, the rules of student conduct will be issued to all students at the beginning of the school year, and to new students upon enrollment.

Students are subject to all school rules and potential consequences while utilizing school transportation. Additionally, suspension of transportation privileges is another possible consequence for misbehavior during transportation.

(4.3.8) Teen Dating Violence and Abuse

The organization strictly prohibits any act of teen dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

(4.3.8.1) Definition

Teen Dating Violence and Abuse shall be defined as a pattern of emotional, verbal, sexual, or physical violence and/or abuse by one person in a current or past relationship of a romantic nature to exert power and control over another when one or both of the partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. To be subject to this Policy, teen dating violence and abuse committed by one student against another must occur on school property, during a school sponsored activity, or during school-sponsored transportation.

(4.3.8.2) Reporting

Any student who is the victim of an act of teen dating violence and abuse, or has cause to believe that s/he is in immediate danger of becoming the victim of an act of teen dating violence and abuse, should report the matter to the Principal or to any member of the school staff. Any employee who has received a report of, or has any reason to suspect that acts of teen dating violence and abuse may be occurring shall report such report, observations, or suspicions to the Principal or designee. Any student, parent or community member who has reason to suspect that a student may be the victim of dating violence and abuse should report it to the Principal or designee, or use the anonymous reporting measures identified in policy against Bullying and Harassment. The Principal shall ensure the school community is made aware of how to report an act of dating violence and abuse.

(4.3.8.3) Investigation

The investigation of a report or suspicion of teen dating violence and abuse shall follow the same procedures as a bullying investigation identified elsewhere within these policies, including parent notification. At no time will the alleged perpetrator and victim be interviewed together. The written report of the investigation shall include all pertinent information and a determination upon whether an act of teen dating violence and abuse occured based upon the definition above. The organization reserves the right to investigate a report of teen dating violence and abuse regardless of whether the student who is allegedly the victim wants to pursue the matter. If an investigation is pursued against the alleged victim's wishes, the Principal or designee will notify the victim and refer the victim to appropriate services for safety planning.

(4.3.8.4) Consequences

At the conclusion of the investigation the Principal or designee will determine whether or not the allegation of teen dating violence and abuse was substantiated. If the situation is substantiated, consequences will be assigned based upon policy the

behavioral consequences listed within these policies. All disciplinary action shall be taken in accordance with State law and applicable policy. In addition to school consequences, if the Principal or designee believes a crime has been committed, law enforcement will be immediately notified. In those cases where teen dating violence and abuse is not substantiated, the Principal or designee may consider whether the alleged conduct nevertheless warrants disciplinary action in accordance with the school policies.

(4.3.8.5) Support and Reasonable Accommodations

If requested during or after the investigation, the Principal shall make reasonable accommodations for the student who is allegedly experiencing teen dating violence and abuse including, but not limited to the following:

1. "Stay Away Contract," that is, a contract with the alleged perpetrator to stay away from the victim, including electronic contact, while on school grounds, on school transportation, and during school sponsored programs and events;
2. Class schedule changes;
3. Protection that will enable safe egress/regress from school, as well as movement within the school; and
4. Referrals for outside support or counseling.

Students should provide the Principal with a copy of an order of protection that has been issued by the court. The Principal shall then contact the student whose behavior is to be regulated by that order of protection and initiate a Stay Away Contract that is consistent with the terms of that order and provides penalties for known violations of the contract. Further, the Principal or designee shall immediately notify law enforcement immediately if a restraining order has been violated.

(4.3.8.6) Other violations

Individuals who maliciously or knowingly make a false report or complaint of teen dating violence and abuse, or individuals who retaliate against a person who has made such a report or was a witness in such an investigation shall be subject to disciplinary actions as elsewhere within these policies. Additionally, any staff member who does not inform the Principal of a report or suspicion of teen dating violence and abuse shall be subject to disciplinary action as defined within the Employee section of this policy manual.

(4.3.8.7) Confidentiality

The organization will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

(4.3.8.8) Education and Training

The Principal shall, along with the publication of the anti-bullying policy as defined within this policy manual, inform school staff, students and parents/guardians of the prohibition and reporting requirements regarding teen dating violence and abuse. In

addition, in accordance with with the state standards regarding the Health Curriculum, include instruction regarding teen dating violence and abuse.

(4.3.9) Student Participation in Secret Organizations and Gangs

The organization prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the organization. The organization feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the organization acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
    a. Soliciting others for membership in any gangs.
    b. Requesting any person to pay protection or otherwise intimidating or threatening any person.
    c. Committing any other illegal act or other violation of school District policies.
    d. Inciting other students to act with physical violence upon any other person.

(4.4) Academic

(4.4.1) Grading Policy

There are multiple purposes for the assignment of grades, including but not limited to the documentation of student and teacher achievement; providing teacher feedback on student progress to students, parents and fellow teachers; monitoring for continuous student growth and concept mastery; and informing instructional practices and small-group instruction in the classroom.

(4.4.1.1) Traditional Grading System

The following grade scale will be used by the organization:

- A (90% - 100%) Superior
- B (80% - 89%) Above Average
- C (70% - 79%) Average
- D (60% - 69%) Below Average
- F (0% - 59%) Unsatisfactory
  I - Incomplete

(4.4.1) Honor Roll/Principal's List

Any student who receives all As and/or Bs on their report card will be considered to be on the Honor Roll. Any student who receives all As will be added to the “Principal’s List.”

(4.4.2) Graduation and Promotion Requirements

(4.4.2.1) Middle School Students

Placement that facilitates optimum learning for each student is determined by established principles of growth and development by the academic and career interests of the student and by acquisition of the subject area skills and competencies.

Promotion occurs when a student demonstrates acceptable skills proficiency in specified subject areas.

1. Sixth grade students must pass language arts, mathematics, science, and social studies to be promoted to the seventh grade.
2. Seventh grade students must pass language arts, mathematics, science, and social studies to be promoted to eighth grade.
3. Eighth grade students must pass language arts, mathematics, science, and social studies to be promoted to ninth grade.

(4.4.2.2) High School Students

The organization has adopted the following procedures for high school student promotion:

1. Students qualify for promotion from ninth to tenth grade after completing one full year and earning five credits including one of the following: 1) one required credit in English or mathematics or 2) one-half credit in English and one-half credit in mathematics while enrolled in grade 9.
2. Students qualify for promotion from tenth grade to eleventh grade when the student has completed two full years and has earned eleven credits including: three credits in English or mathematics, one required credit in science, and one required credit in social studies in grades 9 and 10.
3. For 24-credit option students, promotion from eleventh to twelfth grade occurs when a student has completed three full years and has earned seventeen credits including eighth required credits in English, mathematics, science, and social studies while enrolled in grades 9, 10, and 11.
4. Students electing the 18-credit graduation option are promoted to grade 12 immediately following FTE survey period 3 in February of their third year.
5. Students electing to graduate with 24 credits in three years are promoted to grade 12 on May 1 of their third year if they are on track to graduate.
6. High school credits earned in grades 7 and 8 are counted toward subject credit and the number of credits (18 or 24) for graduation. A credit earned prior to grade 7 counts toward subject area requirements, but not toward the credits (18 or 24) required for graduation.

(4.4.2.3) Grade Level Retention

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the Principal. If parents/guardians do not accept the decision of the Principal, an appeal may be made in writing to the Board. All appeals must be requested within two (2) weeks after the close of school.

(4.4.4) Dual Enrollment

The organization understands that the services of one school may not be able to completely address the needs of every student, and recognizes the value of Dual Enrollment. Given the academic structure of our school and the scheduling concerns, we do not permit students to be enrolled with the organization part-time as the result of a dual enrollment agreement, except for as allowed below.

(4.4.4.1) Florida Virtual School

Students whose academic needs require more than the course selections available within the organization will be allowed to enroll in courses through the Florida Virtual School.

(4.4.4.2) Extracurricular Activities

Students attending PPA for academic classes may be allowed to request Dual Enrollment at other schools for extracurricular activities.

(4.4.4.3) College Dual Enrollment

Students are able to concurrently enroll in college dual enrollment based on the requirements of the individual colleges and universities the student is working with. The organization will work with the families to assist with the college and universities dual enrollment requirements.

(4.5) Extra-Curricular Activities

(4.5.1) Attendance Required for Extracurricular Participation

Students participating in any school sponsored event must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

(4.5.2) Extra Curricular Activites

Participation in interscholastic and extracurricular activities is a privilege and not a right. Interscholastic competition and participation in extracurricular activities may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition and extracurricular activities. Coaches and sponsors may establish policies for their groups in addition to those set out by athletic associations.

(4.5.2.1) Clubs

The organization supports the use of clubs to allow students students extracurricular experience at school. When clubs are available, they will be advertised amongst the students and parents. All students participating in a school club are required to maintain a 2.0 GPA, have no behavioral concerns, and meet the expectation of the club. A copy of the club expectations will be provided to students joining an individual club. Clubs must be sponsored and supervised by a school staff member.

(4.5.2.2) Hazing

Student hazing is inconsistent with the educational goals of the organization and poses a significant risk to the physical and mental welfare of students. Hazing of students, on or off School property, is prohibited and may result in suspension from school and from activity/athletic participation.

(4.5.3) Field Trips, Off Campus Events

Field trips are school-related events for which school staff arranges transportation and ensures an appropriate number of chaperones. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the school. Every effort will be made to schedule field trips without interrupting other school functions.

(4.5.3.1) Approval

All trips off campus must be approved by the Principal at least two weeks prior to the event occurring. Field trips should have an educational purpose to be approved. All trips must be conducted under the supervision of a certified School employee, and additional chaperones may be necessary dependent upon the activity. The request for approval must include all locations the students will visit while on the trip, the details of transportation, and any other logistical issues the Principal requests. Students will follow the specific itinerary provided to the administration on the field trip request.

(4.5.3.2) Behavioral Exclusion

Field trips can be a valuable learning opportunity for students; however, behavioral expectations are even more important when students are taken off campus. As a result, if a child has demonstrated an inability to control their behavior in school, extra steps may need to be taken to ensure the student has a successful experience.

a. The school reserves the right to require parents or guardians of some students to attend the field trip to provide supervision for their child. In such cases, if a parent is unable to attend, the student will be required to remain at school.
b. If a student has received a referral, or has demonstrated unsafe behavior, the student's parent or guardian may be required to attend as a chaperone.

c. End of the year class field trips are reserved for students who show responsibility during the school year and meet school expectations. Students who have been issued a suspension during the year will be disallowed from attending the end of the year field trip.
    a. Parents or guardians of students who have earned only one (1) suspension have the option of asking the staff behavioral team for an exception to this rule. They can present the reasons they feel their child should be allowed to attend. The staff behavioral team can decide to 1) disallow the student from attending, 2) allow the student to attend unaccompanied, or 3) allow the student to attend with conditions, possibly including requiring the student to be accompanied by a parent.
    b. Students must have an average GPA of 2.0 or better for the current quarter in order to attend.

(4.5.3.3) Financial Limitations

Students cannot be excluded from a field trip based on the inability to pay the accompanying fee. If a family is facing financial difficulties and unable to pay the accompanying fee, the student's parent or guardian must contact the Principal (or designee) prior to the date the field trip permission slip is due back to school to make alternative arrangements.

(4.5.3.4) Student Supervision

While attending field trips, students will be closely monitored and supervised. Each student shall be directly assigned to a staff person or chaperone for the duration of the trip.

(4.5.3.5) Chaperones

Chaperones for field trips must follow the volunteer guidelines found within the policies of the organization. Chaperones must be registered with the school prior to attending the field trip. All chaperones must be provided with a detailed list of the students they are responsible for, emergency contact information to reach the teacher in charge, as well as students' parents if the need arises.

(4.5.3.6) Teacher Check Ins

While attending field trips where groups are separated from one another, the teacher in charge of the trip will coordinate times and locations where all staff and chaperones shall rendezvous periodically throughout the day.

(4.5.3.7) Student Counts

Before transporting students to or from any field trip the teacher and at least one other adult will do a complete a roll call of all students to ensure all students are accounted for. At any given time each staff member and chaperone should know the number of students they are currently responsible for.

(4.5.3.8) Off Campus Activities

Pivot Employees are discouraged from removing students from the campus outside of the traditional field trip process described above. Should an employee need to remove a student from campus for any reason, it is necessary that the student be signed out, that the destination be documented, nd that an administrator approve the activity prior

to leaving. The staff member should also ensure they have a cell phone for contact in case of emergency.

(4.6) Medical Policies

(4.6.1) Inoculations of Students

All students accepted by the organization are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with the state requirements will result in the students being unable to attend classes, and receiving unexcused absences, until proof of compliance is provided.

The Executive Director shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled, and for the completion of all necessary reports in accordance with guidelines prepared by the Florida Department of Health.

(4.6.2) Administering Medications

It shall be the organization's policy that the giving of medicine to students during school hours be discouraged and restricted to medication that cannot be given on an alternative schedule. The organization recognizes that some students may require medication for chronic or short-term illness/injury during the school day to enable them to remain in school and participate in their education.

For those students who require medications, the parents must complete a medication form, and all doses administered must be administered according to standard school health procedures.

(4.6.3) Students With Communicable Diseases

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Principal or its designee has determined, based upon medical evidence, that the student:

1. No longer has the disease.
2. Is not in the contagious or infectious stage of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school

activities will be provided instruction in an alternative educational setting in accordance with the organization's policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The organization will implement reporting and disease outbreak control measures as necessary if a communicable disease seems to be spreading amongst the student body.

(4.6.4) Student Physical Examination

The organization may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease.

The organization may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities.

Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

All costs of physical or other examinations shall be at the expense of students unless state or federal law specifically mandates the examination to be the responsibility of the school.

(4.7) General

(4.7.1) Releasing a Student from School

The organization is concerned about the safety of our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

(4.7.2) Relations with Law Enforcement Authorities

It is the Organization's policy to cooperate fully with law enforcement agencies in promoting the welfare of students, staff and the community.

(4.7.2.1) Child Abuse, Molestation, Neglect

The organization considers the welfare of students to be of paramount concern in its responsibilities. Therefore, all organization employees and volunteers are directed to take whatever action may be necessary as required by Chapter 39, and 827 F.S. and

all statutes and laws of the State of Florida as regards to all instances of suspected child abuse, molestation and child neglect.

Any employee of the organization or volunteer who has reasonable cause to suspect child abuse shall immediately make an oral report to the Department of Children and Families Abuse and Neglect Hotline. A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083. Further, a person who does make a report of suspected abuse in good faith has immunity from civil and criminal liability pursuant to § 39.203, F.S. The person making the call (if other than the Principal) shall notify the building Principal immediately. Any person who reports should keep a record of the date and time they made the report, whom they spoke to and the general information they provided to the Abuse Hotline. The Principal should maintain records of the report but these should not be placed in a student cum folder.

The report shall be made under the following circumstances: When there is reasonable cause to suspect that child abuse or maltreatment has been inflicted through willful or negligent acts which result in neglect, malnutrition, sexual abuse, physical injury, or mental injury. Neglect is a failure to provide sustenance, clothing, shelter or medical condition. Abuse of maltreatment may also include aiding, abetting, counseling, hiring or procuring a child to perform or participate in any photographic motion picture, exhibition show, representation or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or masochistic abuse involving a child as defined by law.

(4.7.2.2) Interviews, Interrogations and Removal From School by Law Enforcement

Interview or Interrogation - The School has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the Principal or designee will be present and the interview will be conducted in private.

The Principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The Superintendent/CEO ordinarily will make reasonable efforts to notify the student's parents/guardians.

Removal of Students From School - Before a student at school is arrested or taken into custody by law enforcement or other legally authorized person, the Principal will verify the official's authority to take custody of the student. The school Principal will attempt to notify the student's parent/guardian that the student is being removed from school.

(4.7.2.3) Reporting Violent Behavior

The Organization requires school administrators to report acts of school violence to teachers and other employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. School administrators will also disclose to appropriate staff members portions of any student's individualized education program that is related to past or potentially future violent behavior. Violent behavior and the phrase acts of school violence are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus, or while involved in school activities.

In addition the Principal will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses which are committed on school property, including school buses, or while involved in school activities.

(4.7.3) School Calendar

The organization shall follow the school calendar of the authorizing school district. The Principal will, however, set the start and stop times for the school.

(4.7.4) Dress Code

The Board expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy and safe atmosphere within the School. This expectation includes the school day and school sponsored extracurricular activities.

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming which presents a safety concern is permitted. No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or can be forecasted to disrupt, the educational environment is permitted. The Principal shall ensure that strict dress code expectations are made available to students and parents at the start of each school year which will include examples of acceptable an unacceptable attire.

(4.7.5) Cell Phone Policy

The organization allows students to have cellular phones at school only if parental permission is given to have the device at school, and with the Principal’s approval. Once approved, students must keep their phones turned off and in their lockers or cubbies, unless they receive permission from their current teacher to use the phone for educational purposes. Without teacher permission, cell phones are not permitted in backpacks, book bags or on the student’s person. If a phone is seen or heard while under school supervision without teacher permission, they will be taken away and existing behavioral sanctions will apply. All confiscated cell phones or other electronic devices will be made available only to the parent/legal guardian for direct pick-up at their convenience. When a student has a legitimate need to make a call during the school day, they may use a school telephone, provided they obtain permission from a

staff member prior to use. Parents who need to contact their children during the school day for valid emergencies should contact the school office to relay a message, and that message will be relayed to your child in a timely fashion.

(4.7.6) Games and Electronic Devices

Toys, games, playing cards, electronic devices and other non-academic items or games are only allowed with specific permission from a staff member (for example, clubs or special events). All usage of these items should be educationally focused and directed by a staff member. Any items found without permission will be confiscated and made available to parents for direct pick up. Items not picked up within five (5) school days may be discarded or given to charity. The organization cannot be held liable for any lost or stolen items.

(4.7.7) Source Resources Policy

Students may be issued school resources in some of their classes ranging from textbooks to school laptops., which remain the property of the school. Any lost, stolen, or damaged books are the sole responsibility of the student whom the resource has been checked out to. If something occurs to this property, the incident must be reported immediately. Students not returning resource or returning severely damaged will be required to make payment for the replacement or repair costs to the school.

(4.7.8) Computers and Internet Acceptable Use Policy

By virtue of using a school computer, network or online tool the students and parents of the organization agree to abide by the organization's acceptable use policy. This policy will be sent home annually. If a parent wishes to opt out of accepting this policy, they should notify the school in writing, and access to all school electronic resources will be denied for the individual student.

(4.7.8.1) Acceptable Use Policy

The organization offers Internet access for student and staff use at school and various online tools for staff, student and parent use. This policy is the Acceptable Use Policy for your use of our online tools and Internet use at school. The Internet system and online tools have been established for a limited educational purpose to include classroom activities, career development, and limited high quality, self-discovery activities as well as research. It has not been established as a public access or public forum and the organization has the right to place reasonable restrictions on the material you access or post, the training you need to have before you are allowed to use the system, and enforce all rules set forth in the school code and the laws of the state of Florida. Further, you may not use this system for commercial purposes to offer, provide, or purchase products or services through the system or use the system for political lobbying. Access to the Internet is available through this school only with permission of the Principal or his or her designee and your parents. This policy applies to the use on school equipment at school, or the use of services established or maintained by the school which may also be used off property.

The following uses of the the organization's Internet are acknowledged:

(4.7.8.1.1) Personal Safety

a. You will not post contact information (e.g., address, phone number) about yourself or any other person.

b. You will not agree to meet with someone you have met online without approval of your parents. Any contact of this nature or the receipt of any message you feel is inappropriate or makes you feel uncomfortable should be reported to school authorities immediately.

(4.7.8.1.2) Illegal Activities

a. You will not attempt to gain unauthorized access to this or any other computer system or go beyond your authorized access by entering another person's account number or accessing another person's files.

b. You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.

c. You will not use our system to engage in any other disruptive or illegal act, such as cyberbullying, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

(4.7.8.1.3) System security

a. You are responsible for your individual accounts and should take all reasonable precautions to prevent others from being able to use your accounts. Under no condition should you give your password to another person.

b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not look for security problems; this may be construed as an illegal attempt to gain access.

c. You will avoid the inadvertent spread of computer viruses by following the district virus protection procedures when downloading software.

(4.7.8.1.4) Inappropriate Language

On any and all uses of the Internet, whether in application to public or private messages or material posted on the Web pages, you will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.

(4.7.8.1.5) Respect for Privacy

a. You will not repost a message that was sent to you privately without permission of the person who sent you the message.

b. You will not post private information about yourself or another person.

(4.7.8.1.6) Respecting Resource Limits

a. You will use the system only for educational and career development activities and limited, high quality, self-discovery activities.

b. You will not post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to a large number of people).

(4.7.8.1.7) Plagiarism and Copyright Infringement

a. You will not plagiarize materials that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Direct any questions regarding copyright to a teacher.

(4.7.8.1.8) Inappropriate Access to Material

a. You will not use the the organization’s computer system to access material that is profane or obscene (pornography) or that advocates illegal acts or violence or discrimination toward other people (hate literature). A special exception may be made for hate literature if the purpose of the access is to conduct research with both teacher and parental approval.

b. If you mistakenly access inappropriate information, you should immediately tell your teacher or another staff member. This will protect you against a claim of intentional violation of this policy.

c. Your parents should instruct you if there is additional material they think would be inappropriate for you to access. The school fully expects that you will follow your parents’ instruction in this matter.

(4.7.8.1.9) Your Rights

a. Free Speech. Your right to free speech, as set forth in the school disciplinary code, applies also to your communication on the Internet. The Internet is considered a limited forum, similar to the school newspaper, and therefore the school may restrict your right to free speech for valid educational reasons. The school will not restrict your right to free speech on the basis of its disagreement with the opinions you express.

b. Search and Seizure. You should expect no privacy of the contents of your personal files on the school system. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy, the school code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this policy, the school disciplinary code, or the law.

c. Due Process. The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the organization’s Internet system. In the event of a claim that you have violated this policy, the school disciplinary code, or the law in your use of our system, you will be given written notice of suspected violations and an opportunity to present an

explanation according to school code and/or state and federal law. Additional restrictions may be placed on your use of your Internet account.

(4.7.8.1.10) Other Acknowledgements

The Organization makes no guarantee that the functions or the services provided by or through the system will be error free or without defect. The organization will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising from unauthorized use of the system.

Anyone caught breaking these rules will be subjected to disciplinary procedures depending upon the severity of the infraction. Additionally, any student caught intentionally damaging or vandalizing a school computer may be disallowed from utilizing computer resources. Any such act may result in partial or full restitution being required by the student and/or family.

(4.7.9) Dances

The organization may periodically sponsors dances for students. Attendance is limited to those students who are enrolled with the organization, are achieving academically, and following the rules of conduct set forth by the school. Dances may be held separately for different age levels. Students are required to follow the rules and regulations of the organization while attending any dance. All Dress Code restrictions and intent for modest and acceptable fashion wear would apply. Parents are encouraged to attend as chaperones.

(4.7.10) Movies in the Classroom

The organization emphasizes the use of engaging the multiple intelligences of students, and as such will use various media to educate students. Teachers are welcome to occasionally use videos in the classroom and at school sponsored events, providing that the following policies are adhered to:

(4.7.10.1) Copyright

Teachers are required to follow the legal copyright requirements of videos and media within the classroom

(4.7.10.2) Middle School Students

Students in grades six through eight may be shown “G” or “PG” rated movies without parental permission. Movies with are rated “PG-13” require that the teacher notify parents at least one week in advance using the school’s online communication system, giving parents the option to opt- their students out of watching the video.

(4.7.10.2) Middle School Students

Students in grades nine through twelve may be shown “G”, “PG” or “PG-13” rated movies without parental permission.

(4.7.10.4) “R” Rated Movies:

No “R” rated movies may be shown to students during school events.

(4.7.11) Searches by School Personnel

School lockers and desks are the property of the Organization and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of School rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances. No employee shall perform a strip search of any student

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

(4.7.12) Student Publications

The organization encourages student production and distribution of publications which can provide opportunities for practical journalistic experience and for the written expression of differing opinions. The organization recognizes that freedom of speech and press bring corresponding responsibilities. The Principal, through appointment of a faculty advisor, shall provide guidance to students in appropriate methods for preparing and producing publications. The Principal or designee may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

(5) Teaching and Learning

(5.3) Teacher's Lesson Plans

Teachers will be expected to submit lesson plans that correlate with both the school's Curriculum Guide and aligned to the State and/or National Standards. Lesson plans shall be submitted electronically through the method identified by the Principal, not later than one hour prior to the start of school each Monday morning. Lesson plans will be reviewed to ensure compliance with school and state requirements and will be kept on file for five years.

(5.4) Reporting Student Progress

The organization believes parents are an integral part in their child's education. To keep parents informed, students' progress will be formally reported eight times per year. Midway through each marking period a progress report will be sent home with students. At the end of each quarter report cards will be distributed documenting student progress.

Additionally, the Organization will utilize an online grading system. Using this system, teachers will update student grades at least weekly onto the Internet so that parents can stay up-to-date about the progress of their children.

(5.5) Exceptional Student Education

(5.5.1) Acceptance of Students

The organization operates public schools that are required to admit all students, based on space availability. The school does not however serve the broad array of all exceptional educational needs. We provide classroom services, and contract with providers for therapeutic needs. If additional services are required that we are unable to provide or contract out, we will consider the option of dual enrollment at another with the School District.

(5.5.2) Limitation of Services

The organization strives to meet the needs of all of our students. We attempt to provide individualized instruction to all of our students. The school will retain the services of an ESE teacher to assist with working with children who have special needs. The organization does not, however, provide the full-range of ESE services that are available from other public schools in the county. When a child with special needs is considering enrolling with the organization the family will be informed of the services provided by the school and the current staffing levels.

(5.5.3) Dual Enrollment

If a child has special needs that are not able to be met by the staff of the organization, prior to enrollment, or during the staffing process for new referrals, staff will work with the the school district's staffing specialist to find a nearby school which provides the required services. Should the parents choose to do so, the child could be dual enrolled between the organization and the district school providing ESE services. The student would receive regular education services from the organization and would be transported to the district school for ESE services.

(5.6) Section 504

(5.6.1) Section 504 Plans

The organization provides a free and public education to each student who is disabled within the definition of Section 504 of the Rehabilitation Act of 1973 regardless of the nature of severity of the disability.

(5.6.2) When a 504 Plan will be considered

The organization will consider a 504 plan for accommodations if a School Based Leadership Team feels that the child may have a disability which would meet the criteria for such a plan. This can occur when a teacher identifies a student who is having difficulties, a parent requests a team to consider the needs of a student, or if a medical report has been submitted identifying a student as having a disability.

(5.6.3) Meeting to consider 504 Plan

If the School Based Leadership Team recommends a student be considered for a 504 plan, the Principal or desginee will coordinate a meeting among the student's teachers and school specialist. The teacher will also ensure the parents have been notified and invited to the meeting. While at the meeting, the team members will consider whether the student's disabilities qualify them for accommodations under Section 504 of the Rehabilitation Act. If so, the team will identify the accommodations necessary to allow the student to be successful within the school environment. The authorizing School District's forms will be used for both determination and the actual 504 Plan.

(5.6.4.) Eligibility

To determine if a child has a disability that qualifies them for a 504 Plan, the team will utilize the policies of authorizing School District in regards to eligibility.

(5.7) School Based Leadership Team (RTI)

(5.7.1) Purpose

The purpose of the School Based Leadership Team [SBLT] is a diverse groups of professionals that will meet to discuss issues that may arise regarding specific students. The team will brainstorm strategies and research-based interventions to use with students that may be having academic, behavioral, or other concerns within school. The SBLT will analyze school data, assist with the providing suggestions for the RtI (Response to Intervention) process, and make recommendations for modifications in the classroom and monitor student progress by analyzing interventions to assess response to those interventions

(5.7.2) Membership

The Principal shall, at the start of each school year, assign members to the School Based Leadership Team. Membership will consist of the Principal, ESE Coordinator(s), and a careful selection of other staff members who represent a variety of backgrounds and expertise. Members shall serve for the entire school year. Additionally, the specific team of teachers who work with an individual student will be requested to attend when that specific student is being discussed.

(5.7.3) Procedure

The SBLT, in conjunction with the Principal, will regularly review school assessment data to determine students needing extra assistance. If a staff member wishes to seek the advice of the SBLT for a specific student, they shall complete a request form and forward to the Principal. The Principal shall then schedule a team meeting and distribute the relevant information to the team members. When the staff member requesting the meeting completes the form, they shall indicate whether or not they feel it would be beneficial to invite the parents to the meeting. The Principal shall make the

determination whether parents will be invited and will coordinate their attendance if requested.

When the School Based Leadership Team meets the staff member requesting the meeting has the responsibility to explain what the key issues or concerns are, and the team shall work together to brainstorm a list of action items to be attempted with the student. One staff member will be assigned to follow up at a specified time interval after the meeting to see how the recommendations are working.

(5.8) English as a Second Language

The organization is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, University Academy will provide appropriate programs to address the needs of these students.

(5.8.1) Home Language Assessment

Upon being accepted to the school, the Principal will ensure each student's records are reviewed to ensure a home language survey/assessment has been completed, and if it has not, will ensure the survey is completed by the student's parents within the first two weeks of enrollment.

(5.8.2) Services

The organization will also take steps to ensure to the maximum extent practicable that the interests of ESOL students are included in the development and implementation of School programs and services that are offered by the School to and for its student body. The Principal will ensure that all legal requirements are adhered to in regards to the instruction and services provided to students who qualify for ESOL students.

(5.9) Instructional Time

The primary focus of the School's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.

(6) Management

(6.1) Students

(6.1.1) Supervision of Students

Students are to be supervised at all times while under the control of the organization. This includes the time students are attending school, while away from the school on school-sponsored events, or while participating in extracurricular activities, such as clubs. Supervision will be provided for 15-minutes prior and 15-minutes after the start and end of school. Parents will be notified of supervision times at least twice per year in

writing through the school's newsletter. Students may not be left alone without supervision.

(6.2) School Records

(6.2.1) Security of Student Records

All student information is considered confidential and will be maintained as such in compliance with all applicable laws and regulations. Such information shall be available to the parent or guardian or to the student himself who has attained the age of eighteen (18) years. Professionally competent personnel shall be available for interpreting any data with the student's cumulative folder. Copies of such contents shall also be made available to parents/students at cost, within the limitations of copying facilities.

The school may, without the consent of the student or his/her parents, release student records contained within the cumulative folder or any supplementary classifications to school officials who have a proper educational purpose in examining such information.

No other person may have access to or make copies of a student's records, except under the following circumstances:

a. The consent must be given by the student's parent or guardian except when a student reaches the age of eighteen (18) or is married, at which time his consent and not that of his parents shall be obtained in order to release the information; and a student who meets the foregoing requirements shall consent to parental access to his records.

b. The consent shall be written and shall specify the records to be released and to whom they are to be released. Each request for consent shall be handled separately; blanket permission for the release of information shall not be acceptable.

c. Under compulsion of law: courts, law enforcement agencies, agencies subpoenaing such records.

d. When data for outside purposes is released in such form that no individual student is identifiable.

e. When the Principal determines the release of specific information as described by the Family Education Rights and Privacy Act of 1974 is in the best interests of the student, provided such information has not been disallowed by the parents.

The parent or guardian, or an eighteen (18) year old or older student, shall have the right to challenge the accuracy and authenticity of data recorded within the student's cumulative folder. Any such data that is determined by the Principal to be inaccurate shall be expunged from the record; and an appeal from the decision of the Executive Director shall be made to the Board of Directors.

In each instance in which a student's record is transferred out of the organization, the school shall retain a complete copy of the student's academic record, together with all

other confidential information and reports. After three (3) years this material will be sent to Central Files with the school distrct.

(6.2.2) Up-To-Date Records

It is the parent/legal guardian's responsibility to keep the school office informed and up to date regarding any changes of names, addresses, telephone numbers, email addresses, etc. so that important student information may be received from or provided to the parent/legal guardian in a timely manner for the benefit and well-being of the student.

(6.3) Public Records Request

It is the policy of the organization that all public records made or received in connection with the official business of the agency be made available upon request of any person for inspection, examination, and copying in accordance with applicable law and the following policy guidelines:

- All public records shall be available for inspection or copying under the supervision of the custodian (or designee) of the public records at reasonable times during normal office hour. All public records that are presently provided by law to be confidential or prohibited from being inspected by the public, whether by general or special law, are exempt from production.
- The Executive Director may from time-to-time direct that public records requests be handled in a specific manner in order to ensure that the public record are protected, that requests are complied with as expeditiously as is reasonably possible given the nature and scope of the request, and that confidential and exempt records are not disclosed except as required by law. Such directives must not be used in any way to hinder, delay, or circumvent a person's right of access to the public records.
- The fact that the originator of a public record asks or directs that it remain confidential does not in fact make that document confidential. Such record is still subject to disclosure unless the law makes it confidential or exempt. Except in the case of student records, if a public record contains information that is confidential or exempt by law, a true and correct copy of the original record shall be made, the confidential or exempt portions of copy shall be redacted, and the redacted copy of the record shall be made available to the requesting party. In the case of student records, the entire record is confidential and exempt and shall not be disclosed except as required or permitted by applicable law.
- The requesting party need not demonstrate any special or legitimate interest in the requested public records. Requests for public records shall be complied with regardless of the motivation of the requesting party.
- No automatic waiting period shall be imposed. The only delay permitted is that which is reasonably necessary to allow the custodian to compile the requested records and protect against disclosure of those records or portions of records that are confidential and exempt.

- Public records made or received by a third party pursuant to a contract or agreement with the agency shall be subject to disclosure to the same extent as public records in the physical custody of the agency.
- If a public records request is insufficient to identify the records sought, the requestor shall be promptly notified that more information is needed in order to produce the records. The agency shall offer reasonable assistance to the requestor in describing the nature and extent of such information.
- The maximum cost of duplication prescribed by law, shall be charged and collected before and as a condition to production. The requesting party shall be advised of these costs in advance of the duplication of the requested records.
- In the absence of a statutory exemption, all public records requested shall be produced regardless of the number of records involved or the time and inconvenience associated with the production. However, in addition to the actual cost of duplication, a special service charge shall be imposed for the cost of the extensive use of information technology resources or of clerical or supervisory personnel, where such extensive use is required because of the nature or volume of public records to be inspected, examined or copied. The requesting party shall be given an estimate of the cost before the services are undertaken. Such estimated cost shall be collected from the requestor before duplication of the public records. In the event that the actual cost exceeds the estimate, the difference shall be collected from the requestor before production of the public records. If the actual cost is less than the estimate, the requestor shall be reimbursed the difference at the time the public records are produced. For purposes of this rule, "extensive" means that it will take more than fifteen (15) minutes to identify, locate, compile, review, copy, and re-file the requested records. This service charge shall be computed to the nearest quarter hour exceeding fifteen (15) minutes based on the current rate of pay of the organization employee(s) and/or supervisors who perform these services.
- Definitions:
    - **Public Records**: The term public records includes all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by the agency. Public records encompass all materials used to perpetuate, communicate, or formalize knowledge, regardless of whether they are in final form.
    - **Public Records Request**: The term public records request means a request by any person, whether written or verbal, for inspection, examination, or copying of public records.
    - **Request for Information**: A request for information, as distinguished from a public records request, is one in which the requested information does not already exist in public record form.

(6.4) Emergency Procedures

(6.4.1) Fire Drill Procedures

The organization shall maintain an evacuation plan to be used in the case of fire or other emergency situations. This plan will be reviewed annually by the organization's administrators for effectiveness. All students and staff members will be made aware of the plan, and maps highlighting the escape routes will be posted in all school rooms. Fire drills will be conducted at least once per month. Drills will be held at various times throughout the day and will test various types of fire emergencies. Documentation of the drills will be maintained by the organization for review.

(6.4.2) Tornado Drill Procedures

The organization will maintain an emergency plan for use during tornado and inclement weather. This plan will be reviewed annually. All staff and students will be made aware of this plan. The plan will be practiced at least twice per year as is required by Florida law. Documentation of the drills will be maintained by the organization for review.

(6.4.3) Hurricane Closures

The organization will follow the same emergency closures as the authorizing school district. Parents should monitor local news outlets during inclement weather. If the public schools are closed, the organization will also be closed. In the event that too many closures occur, and time must be made up.

(6.4.4) Intruder / Lock Down Procedures

The organization will maintain an emergency Intruder / Lock Down Procedure. This plan will be reviewed annually for effectiveness and to ensure compliance by school personnel. All staff and students will be made aware of the procedures. The procedures will be practiced at least twice per year, and documentation of such will be maintained by the organization for review. The emergency procedures described within this policy are confidential documents which pursuant to Florida State Statute 1006.07(4) is not subject to open record laws.

(6.5) Fund Raising

The organization is a nonprofit organization which relies on governmental funds and contributions to effectively educate our students. As a result, fundraising is necessary to help support the educational programs offered. The Principal shall approve all fundraising activities and ensure that families are not being asked to contribute excessively at any given time. Efforts will be made to ensure only one fund raiser occurs at a time. All fundraisers will identify the purpose for the money raised.

(6.6) Photographs of Students

(6.6.1) Portraits

The organization will sponsor one or two formal portrait days for students. A company which best meets the needs of the families for a reasonable cost will be selected by school staff. These photos will be utilized for the creation of the yearbook in addition to being sold to the families.

(6.6.2) Snapshots

Frequently throughout the school year school staff take pictures of events that happen during the school day. Should a parent not want their child photographed in such a way, they must submit written notification of their request to the Principal. This request will then be passed along to school staff. Snapshots may periodically be used for promotional materials for the school. Every attempt will be made to receive parental permission prior to the publishing of promotional materials which include the photograph of students. Additionally, the school reserves the right to utilize such snapshots through electronic media which do not individually identify any specific student. If a parent or guardian requests the removal of such a photograph, the school staff will comply with the request within 72 hours.

(6.7) Gifts

Collections of funds from students by students for the purpose of giving gifts to a staff member of the organization is discouraged.

(6.8) Volunteers:

(6.8.1) Background Checks

All individuals who are not employed by the organization must enter through the main office. Should they wish to go beyond the main office, their identification must be scanned by the background check system, and printed a badge to wear, identifying that they have properly checked in through the office. It is the responsibility of all staff members to help police the halls to ensure that all visitors have properly checked into the office. Any individual who does not have an appropriate name badge must be walked back to the office to ensure they are signed in properly.

(6.8.2) Background Check Concern

If, during the background check, an individual is identified as having a background as a sexual predator, the Principal will immediately be notified by the system. The person running the check should call the Principal and/or designee to decide what to do about the situation. The following guidelines are in place:

- If the person trying to gain entry has a relative who is a student attending the school, and there are no outstanding court orders barring that person from having contact with the child, the person may enter the school only with a staff member escort. The individual may not be left alone with any student on school property.
- If the person trying to gain entry has a relative who is a student attending the school, and there are restrictions on the visitation, the appropriate action will be taken as identified by the court documents. In most situations, the Police Department will be notified.
- If the person trying to gain entry does not have any relatives attending this school, they will not be permitted access to the building, and the Police Department will be notified.

- If the person trying to gain access is a volunteer, the person will not be granted entry until after their information has been entered into school district's volunteer background check system, and a clearance is given from the offices of Professional Conduct through the district offices.

(6.8.3) Student Supervision Background Checks

If an adult plans to volunteer with students (such as field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision (such as running an after school club), the parent must go through a Level 2 background check, the cost of which the parent is responsible for. The school district conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

(6.9) Policy Against Bullying And Harassment

(6.9.1) Statement prohibiting bullying and harassment

It is the policy of the organization that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The organization will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

(6.9.2) Definition of bullying and definition of harassment

Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:

a. Teasing
b. Social Exclusion
c. Threat
d. Intimidation
e. Stalking, including cyber stalking as defined herein
f. Physical violence
g. Theft
h. Sexual, religious, racial or gender orientation harassment
i. Public humiliation
j. Destruction of property

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

a. Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.

b. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.

c. Has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompasses:

- Retaliation against a student or employee by another student or employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
    - Incitement or coercion
    - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the school
    - Acting in a manner that has an effect substantially similar to the effect of bullying or harassment
- Cyber stalking, which is defined as engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose. See s. 784.048(1)(d), F.S.

(6.9.3) Expected Behavior

The organization expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The organization believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members. Since students learn by example, school administration, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying. The organization upholds that bullying of any student or employee is prohibited:

a. During any education program or activity conducted by the school;

b. During any school-related or school-sponsored program or activity;

c. On a school bus; or

d. Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the district school system.

(6.9.4) Consequences for an act of bullying or harassment

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or reassignment, as outlined in school's policies. Consequences and appropriate remedial action for an employee found to have committed an act of bullying or harassment may be disciplined in accordance with school policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC, The Principles of Professional Conduct of the Education Profession in Florida.) Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials. Accusations made in good faith, even though subsequently determined to be false, shall not be subject to discipline consequences or remedial action as called for by this section.

(6.9.5) Consequences for intentional misreporting

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or reassignment, as outlined in school's policies. Consequences and appropriate remedial action for an employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with school policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

(6.9.6) Reporting an act of bullying or harassment

The Principal or designee, is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Principal or designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the Principal or designee. In order to report incidents of bullying, individuals may meet with either the Principal or designee to make the report. Any report in person should be followed within one day with a written report or a written explanation to the school's office. Should the Principal wish, other forms of reporting may be created. The methods of reporting bullying will be prominently publicized to students, staff, volunteers, and parents/legal guardians, as well as how the report will be acted upon. The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. An employee,school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate official and who makes this report in

compliance with the procedures set forth in the school policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Written and oral reports shall be considered official reports. Reports may be made anonymously but formal disciplinary action may not be based solely on the basis of an anonymous report.

(6.9.7) Investigation of whether a reported act is within the scope of the school

A Principal (or designee) will investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the school. The trained designee(s) will provide a report on results of investigation with recommendations for the Principal to make a determination if an act of bullying or harassment falls within the scope of the district and will act according the following protocols:

a. If it is within the scope of the school, further investigation will commence in accordance with subsection (8.9.8) herein;

b. If it is outside scope of the school, and determined a criminal act, refer to appropriate law enforcement.

c. If it is outside scope of the school, and determined not a criminal act, inform parents/legal guardians of all students involved.

(6.9.8) Prompt investigation of a report of bullying or harassment

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act.

The Procedures for Investigating Bullying and/or Harassment include:

a. a. The Principal (or designee employed by the school) will be assigned to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.

b. b. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately.

c. c. The investigator shall collect and evaluate the facts including, but not limited to:

    a. Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;

    b. How often the conduct occurred;

    c. Whether there were past incidents or past continuing patterns of behavior;

    d. The relationship between the parties involved;

    e. The characteristics of parties involved (i.e., grade, age, etc.);

f. The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;

g. The number of alleged bullies/harassers;

h. The age(s) of the alleged bullies/harassers;

i. Where the bullying and/or harassment occurred; and

j. hether the conduct adversely affected the student's education or educational environment.

d. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:

a. Recommended remedial steps necessary to stop the bullying and/or harassing behavior

b. A written final report to the Principal.

Where the victim is a student, according to the severity of the infraction, the Principal (or designee) shall promptly notify the parent/legal guardian of the victim via telephone or personal conference of any actions being taken to protect the victim. The frequency of notification will depend on the severity of the bullying incident. The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

(6.9.9) Determination of consequences and due processes for a perpetrator: Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the school.

a. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, or reassignment as outlined in the the organization's policies and school district's Code of Conduct.

b. Consequences and appropriate interventions for an employee found to have committed an act of bullying will be instituted in accordance with school policy. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's state issued certificate (Rule 6B-1.006 F.A.C.).

c. Consequences and appropriate intervention for a visitor or volunteer, found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

d. These same actions will apply to persons, whether they are students, school employees, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

e. If a complaint of bullying or harassment is made by the alleged victim during or after the commencement of an investigation into employee or student misconduct, it shall not be a defense to the allegations of employee or student misconduct but may be considered as a mitigating factor under school policy, if appropriate.

(6.9.10) Providing immediate notification to the parents/legal guardians of a student victim:

The Principal, or designee, shall by telephone and in writing, report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation determines than an act of bullying has occurred. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying incident results in the perpetrator being charged with a crime, the Principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “A student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

Once the investigation has been completed, appropriate local law enforcement agencies will be notified by telephone and/or in writing to determine whether to pursue criminal charges.

(6.9.11) Referral of victims and perpetrators of bullying or harassment for counseling

After an investigation has determined that an act of bullying has occurred, as defined herein, the school shall discuss with both the victim’s and perpetrator’s parents/legal guardians options available for counseling. This may include referrals to community agencies or partner agencies the school has relationships with. Parents/legal guardians will be notified that the school does not have a counselor or mental health specialists on staff.

The Principal (or designee) shall also refer the perpetrator to the school’s Student Success Team in an attempt to develop strategies to be used within school to prevent the bullying behavior from continuing. The Principal (or designee) shall decide if a similar recommendation would be prudent for the victim.

(6.9.12) Providing instruction regarding bullying and/or harassment

The organizational seeks to ensure that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment including all school staff, parents/legal guardians, students and school volunteers.

Students, parents/legal guardians, all school staff and, and school volunteers shall be offered instruction at a minimum on an annual basis on the school's Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying in schools.

(6.9.13) Regularly reporting of actions taken to protect the victim

The Principal (or designee) shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has determined an act of bullying has occurred. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

(6.9.14) Publication of the policy

At the beginning of each school year, the Principal shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of this policy. The Principal shall also make all contractors working with students aware of this policy.

The Principal shall ensure the development an annual process for discussing the policy on bullying and harassment with students in a student assembly or other reasonable format.

(6.10) Computer, E-Mail and Cell Phone Usage

(6.10.1) School Telephones

Telephones are provided for business use only. Personal use of telephone systems should be for emergency use only. Staff members shall refrain from making or receiving outside calls while they are responsible for the supervision or education of students.

(6.10.2) Personal Cell Phone Use

Student use of cell phones are not allowed within the school building without the expressed permission of the teacher in charge. Teachers are allowed to permit cell phone usage for educational purposes. Staff members use of personal cell phones are prohibited while responsible for the supervision or education of students. Staff may use personal cell phones during scheduled breaks, planning time, etc.

(6.10.3) Social Media Policy

The organization realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of of 21st century learning. To this aim, the organization has developed the following guideline to provide direction for instructional employees, students and the school community when participating in online social media activities. Whether or not an employee chooses to participate in a blog,wiki, online social network or any other form of online publishing or discussion it is his or her own decision. Free speech protects educators who want to participate in social media, but the laws and courts have ruled that schools can discipline teachers if their speech, including online postings, disrupts school operations. The organization's social media guidelines encourage employees to participate in online social activities. But it is important to create an atmosphere of trust and individual accountability; keeping in mind the organization's Acceptable Use Policy. By accessing, creating or contributing to any blogs, wikis, or other social media, you agree to abide by these guidelines. Please read them carefully before posting or commenting on any blog, wiki and/or podcast.

(6.10.3.1) Official / School Related Communication

The organization provides online platforms and learning management systems related to the online training methodology utilized by the organization. As a result, all communication and online interactions with students must be conducted only through the systems provided by the organization.

(6.10.3.1) Social Media Guidelines for Faculty & Staff

(6.10.3.1.1) Blogs, Wikis, Podcasts, Digital Images & Video

- Personal Responsibility
    - Organizational employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
    - Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
    - When posting to your blog be sure you say that the information is representative of your views and opinions and not necessarily the views and opinions of the organization (See Blogging Rules)
    - Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
    - The lines between public and private, personal and professional are blurred in the digital world. By virtue of identifying yourself as a organizational employee online, you are now connected to colleagues, students, parents and the school community. You should ensure that content associated with you is consistent with your work at the organization.

- When contributing online do not post confidential student information.

- Disclaimers
  - The organization's employees must include disclaimers within their personal blogs that the views are their own and do not reflect on their employer. For example, "The postings on this site are my own and don't necessarily represent my organization's positions, strategies, opinions, or policies."
  - This standard disclaimer does not by itself exempt organizational employees from a special responsibility when blogging.
  - Classroom blogs do not require a disclaimer, but teachers are encouraged to moderate content contributed by students.

- Copyright and Fair Use
  - Respect copyright and fair use guidelines. See U.S. Copyright Office - Fair Use (http://www.copyright.gov/fls/fl102.html)
  - A hyperlink to outside sources is recommended. Be sure not to plagiarize and give credit where it is due. When using a hyperlink, be sure that the content is appropriate and adheres to the organization's acceptable use policy.
  - It is recommended that blogs be licensed under a Creative Commons Attribution 3.0 United States License.

- Profiles and Identity
  - Remember your association and responsibility with the organization in online social environments. If you identify yourself as a organizational employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. How you represent yourself online should be comparable to how you represent yourself in person.
  - No last names, addresses or phone numbers should appear on blogs or wikis.
  - Be cautious how you setup your profile, bio, avatar, etc.
  - When uploading digital pictures or avatars that represent yourself make sure you select a school appropriate image. Also remember not to utilize protected images. Images should be available under Creative Commons or your own.

(6.10.3.1.2) Personal Use of Social Media such as Facebook, Myspace and Twitter

- The organization's employees are personally responsible for all comments/information they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.

- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional Standards.
- By posting your comments having online conversations etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings what you “say” online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a “private conversation” may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to the school should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and by that token an extension of your professional life and your classroom. If it would seem inappropriate to put a certain photograph on the wall - is it really correct to put it online?
- Microblogging (Twitter etc.) Comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and again refrain from any comment that could be deemed unprofessional.

(6.10.3.1.3) Social Bookmarking

- Be aware that others can view the sites that you bookmark.
- Be aware of words used to tag or describe the bookmark.
- Be aware of URL shortening services. Verify the landing site to which they point before submitting a link as a bookmark. It would be best to utilize the original URL if not constrained be the number of characters as in microblogs -- i.e. Twitter.
- Attempt to link directly to a page or resource if possible as you do not control what appears on landing pages in the future.

(6.10.3.1.4) Instant Messaging

- The organization’s employees are required to get authorization to have instant messaging programs downloaded on their school computers.

- The organization's employees also recognize this same authorization is required for access to instant messaging programs that are available through web interfaces with no download
- Avatar images and profile information should follow the same guidelines as the above Profiles and Identity section
- A written request must be submitted to the Executive Director for approval.
- When submitting a request to the Executive Director please include your name, building, grade level, and provide a statement explaining your instructional purposes for using the program.
- It would also be beneficial if you can tie your request to state curriculum standards or the student or teacher National Educational Technology Standards.

(6.10.3.1.5) Requests for Social Media Sites

- The organization understands that 21st century learning is constantly changing technology and that many sites that are currently "blocked" by internet filter may have pedagogical significance for teacher and student use.
- If you would like to request that another online site be accessible to use for teaching and learning, please email the Executive Director to make such a request.
- Requests will be reviewed and the district social media guidelines will be updated periodically throughout the school year.
- A description should be provided of the intended use of the site and what tools on the site match your needed criteria.
- A link to the site's privacy policy should be included if possible.

(6.10.3.2) Social Media Guidelines for Students:

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students enrolled with the organization hould adhere to when using Web 2.0 tools in the classroom.

1. Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
2. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.

3. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.

4. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.

5. Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.

6. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.

7. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.

8. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.

9. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

10. Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

(6.10.3.3) Social Media Guidelines for Parents:

Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. The organization encourages parents to view and participate by adding comments to classroom projects when appropriate.

1. Parents should expect communication from teachers prior to their child"s involvement in any project using online social media applications, i.e., blogs, wikis, podcast, etc.

2. Parents will not attempt to destroy or harm any information online.

3. Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.

4. Parents are highly encouraged to read and/or participate in social media projects.

5. Parents should not distribute any information that might be deemed personal about other students participating in the social media project.

6. Parents should not upload or include any information that does not also meet the Student Guidelines.

(6.11) Civility Policy

In order to ensure all individuals associated with the organization behave civilly and with fairness and respect, several policies are in place to ensure proper behavior. Students are obligated to meet school expectations as defined elsewhere in this policy. Adults are subject to the following civility policies:

(6.11.1) Civility of Staff

All employees of the organization shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the school. Uncivil behaviors are prohibited. Uncivil behaviors shall be defined as any behavior that is physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent, or harassing. Examples of uncivil behavior include, but are not limited to: use of profanity; personally insulting remarks; attacks on a person's race, gender, nationality, religion, or sexual preference; or behavior that is out of control. Such interactions could occur in telephone conversations, voice mail messages, face-to-face conversations, or in written communication.

Any uncivil behavior should be reported to the immediate supervisor or the Superintendent. A record shall be made of the alleged incident and the action taken, which may include disciplinary action as defined in within this policy manual. Confidentiality shall be observed whenever possible to protect the complainant and the alleged offending person. Students and employees may be subject to additional action under other state statue or school policies. Retaliation against a person who reports a claim of uncivil behavior shall be prohibited. Nothing in this policy should be construed to limit open and frank discussions of issues.

(6.11.2) Civility of Parents and Patrons

All parents and patrons of the organization shall behave with civility, fairness and respect in dealing with fellow parents, patrons, staff members, students, and anyone else having business with the school. Uncivil behaviors are prohibited. Uncivil behaviors shall be defined as any behavior that is physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent, or harassing. Examples of uncivil behavior include, but are not limited to: use of profanity; personally insulting remarks; attacks on a person's race, gender, nationality, religion, or sexual preference; or behavior that is out of control. Such interactions could occur in telephone conversations, voice mail messages, face-to-face conversations, or in written communication.

Any uncivil behavior by parents or patrons shall be reported to school administration. A record shall be made of the alleged incident and the action taken. Confidentiality shall be observed whenever possible to protect the complainant and the alleged offending individual. Repeated incidents of uncivil behavior can result in the individual being banned from the school premises. Retaliation against a person who reports a claim of uncivil behavior is prohibited.

(6.12) Prohibition Against Firearms and Weapons

The presence of firearms or weapons poses a substantial risk of serious harm to organization students, staff and community members. Therefore, possession of firearms or weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase “school premises” includes all organization buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on organizational property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including reassignment as provided elsewhere within this policy manual. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from organizational properties and activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through organizational property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

(6.13) Research Requests

Requests for research studies involving students and/or staff of the Organization must be submitted to the Executive Director for approval. Any research utilizing human subjects must be authenticated by the sponsoring university. Written permission from parents of the students to be involved must also be obtained as well as approval of the Executive Director.

The organization will provide the university with the necessary information and data to conduct research and make decisions to support and improve Charter Schools. Student privacy will be respected in all such matters.

(6.14) Complaint Process

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teachers
2. Principal
3. Executive Director
4. Board of Directors

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Baord of Directors.

(7) Fiscal and Operational Management

(7.1) General Office Procedures

(7.1.1) Handling of Mail

The office manager, or designee, will be responsible for checking the mailbox on a daily basis and receiving all incoming mail. All incoming mail will be date stamped before distribution.

A copy of all outgoing correspondence will be maintained in the appropriate office file.

(7.1.2) Property and Supplies

Office equipment and supplies are to be used for official business only. All property and supplies should be stored in a secure location.

The clerical support staff will maintain an inventory of basic office supplies used. Request for supplies should be submitted to the office manager for approval through the Principal.

(7.1.3) Purchasing

All office supplies must be ordered through the Principal or designee. Once a purchase has been approved, the requisite documentation required by specific grantors and/or the bookkeeper will be prepared and executed by the Principal or designee.

Purchase orders will include

- Date
- Purchase order numbers
- Vendor Name
- Vendor Telephone Number
- General Description
- Amount (Estimated)
- Preparer's Signature and Date

(7.2) Accounting Processes

(7.2.1) Banking Policy and Relations

The Executive Director or designee in conjunction with the Board Treasurer can arrange with several financial institutions to provide for the operational requirements of the organization and can invest excess capital funds in certificates of deposit, money market funds, Treasury Notes, Bonds and bills, equities, mutual funds and professionally managed accounts. Further, the organization will maintain positive relations with all sources of capital and banking service providers.

(7.2.1.1) Banking Relations

The Executive Director or designee will be the charter school's primary representative in dealing with financial institutions. The Executive Director or designee will be responsible for meeting with personnel of the primary financial institutions on a quarterly basis to provide consistent financial information reporting and updates on the charter school's operations to financial institution officials. The Executive Director or designee will be responsible for promoting a positive working relationship between the financial institutions. The Exeutive Director or designee will also provide the institution officials with the charter school's anticipated capital needs or financial service requirements to provide institution officials adequate time to understand, approve and prepare for the charter school's needs.

The Board Treasurer or designee will also perform an ongoing evaluation of the institution's abilities to satisfy the needs of the organization and will make appropriate changes whenever necessary. Criteria to be used in the evaluating institutions can include:

- Institution Size (appropriate size to meet charter school needs while being small enough to be responsive)
- Financial safety and capital structure
- Reputation
- Location
- Flexibility and lending philosophy/attitudes
- Operating efficiency and accuracy (computerization, employee training, etc.)

(7.2.1.2) Banking Policy and Arrangements

The charter school shall establish a separate account for each fund and/or account group (internal funds, FTE funds, etc.) which will be used for all deposits and disbursements related to the fund.

(7.2.2) Accounts Payable, Cash Disbursements and Accrued Expenses

Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts, coding of general ledger accounts and appropriate timing of payments.

(7.2.2.1) Documenting Accounts Payable

After being stamped with the "date received" stamp, all Purchase Orders with purchase requisition, if applicable and Vendor invoices will be placed in an accounts payable file.

(7.2.2.2) Recording of Invoices and Check Requests

- The invoices will be matched to the purchase order request from each campus.
- All invoices will identify the bank account and other special instructions for payment, if applicable.

- The Principal or Executive Director will approve all invoices before being delivered to the administration office.
- The Check Request Form will follow the same procedure 2.1-2.3 except purchase orders maybe omitted subject to Superintendent approval.
- Approved invoices and check request will be entered into the accounting system for proper coding and payment

(7.2.2.3) Payment of Accounts Payable

Weekly, accounts payable invoices will be selected for payment according to their payment terms unless otherwise determined by the Executive Director or designee. Any credit balances (amounts owed to the organization) should be applied to the invoice amount when determining payment.

After the checks are printed, a copy will be made to attached to each invoice.The original checks will be paper clipped to the copied check and invoice. The original checks and all backup will be sent to the Executive Director for final approval and signature.

Original checks will be mailed as assigned by the Executive Director, while the attached backup will be returned to the administration office for filing.

(7.2.2.4) Accrued Expenses

The Executive Director will ensure that at the end of each month records are prepared for accrued expenses. Accrued expenses represent amounts due for services or benefits that the charter school has received but are not yet payable. The Once all amounts have been determined, the accrued expenses will be recorded in the accounting system.

(7.2.3) Bad/NSF Checks

Checks returned by the bank and designated uncollectible are to be processed in a method to avoid confronting or embarrassing clients/donors while ensuring that the funds will be collected.

(7.2.3.1) Returned Checks

A returned check for less than $500 or stamped "uncollected funds," should be re-deposited the following day, or when the next deposit is made.

For returned checks in amounts greater than $500, the bank that the check is drawn against should be telephoned and requested to provide if the check amount will clear the client/donor's account. If sufficient funds exist the check should be re-deposited.

(7.2.3.2) Redeposited Checks

In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the check should be turned over to the Executive Director or treasurer immediately.

Further, when more than one bad check is issued by the same party within any three-month period, notify the Executive Director. Do not redeposit the check unless instructed to do so.

The Executive Director or designee should contact the issuer by phone to report the problem and discuss how the matter will be resolved. At the Executive Director's discretion, a check may be re-deposited. Whenever a check is returned for insufficient funds, a handling fee of $25.00 should be charged to the issuer.

(7.2.4) Bank Account Reconciliations

Errors or omissions can be made to the cash records due to the many transactions that occur. Therefore, it is necessary to prove periodically the balance shown in the general ledger. Cash on deposit with a bank or other financial institution is not available for count and is therefore proved through the preparation of a reconciliation of the organization's record of cash in the bank/financial institution and the bank/financial institution's record of the organization's cash that is on deposit.

(7.2.4.1) Format

The organization's format for monthly bank/financial institution reconciliations, is composed of two distinct sections. One section begins with the balance as shown on the bank/financial institution statement and works to a corrected balance. That is the balance the bank/financial institution statement would show if all transactions were recorded by the bank (e.g. outstanding checks, deposits in transit, etc.)

The second section starts with the balance shown by the charter school records and also works to a corrected balance, the balance that should be shown in the organization's records after all transactions are properly recorded (e.g. bank charges, interest, etc.).

(7.2.4.2) Preparation and Reconciling Items

Upon receipt of the monthly bank/financial institution statement including cleared checks, deposit slips and any other transaction notifications, the monthly bank/financial institution reconciliation will be prepared by the accountant, bookkeeper or designee utilizing the following process:

- The first section of the monthly reconciliation will be started with the ending balance per the bank/financial institution statement.
- Next, any deposits in transit that were made by the organization, but were not yet recorded by the bank/financial institution will be listed and added to the bank/financial institution balance.
- Next, any checks that were written on the account prior to month-end but which have not yet cleared the bank/financial institution, will be listed and deducted from the bank/financial institution balance.
- From these steps, the "corrected" ending balance will be derived for the first section.

- The second section of the monthly reconciliation will be started with the ending balance per the charter school's books.
- Next, any interest or any other bank/financial institution credit items will be listed and added to the balance.
- Next, any bank/financial institution charges, transfer fees, etc. will be listed and deducted from the balance.
- From these steps, the "corrected" ending balance will be derived for the second section and should equal the "corrected" balance for the first section.
- Any discrepancies between these two balances will require research by the accountant, bookkeeper, or designee to determine the cause, such as recording errors, omissions, mispostings, etc. This can also include recalculation of the bank/financial institution statement for any possible errors made by the bank/financial institution.

(7.2.4.3) Adjustments and Journal Entries

Any book reconciling items such as interest, bank/financial institution charges and any recording errors will be summarized and drafted in journal entry form for recording in the general ledger. Further, any outstanding checks over six months old will be reviewed for disposition including write-off by journal entry.

(7.2.4.4) Review and Approval

The monthly bank/financial institution reconciliation for each account should be reviewed and approved by the Executive Director or designee (an individual who did not prepare it), via signature and date on the completed forms.

(7.2.5) Bank Loan Applications

The financial management function is responsible for developing the organization’s financing plan for capital needs. To expedite loan approval processes, prepare for loan officer questions and as an aid in negotiating loan rates and other terms with multiple lenders, the treasurer or designee will prepare loan proposals according to established procedures.

(7.2.5.1) Assessment of Capital Requirements

The Chairman of the Board of Directors will be responsible for directing the Treasurer in developing borrowing and financial plans to meet the needs of the organization's operations. These plans shall take into account current and projected business conditions and can include the following criteria:

- Capital requirements to satisfy the organization’s growth in relation to risk.
- Ability of the organization to meet present obligations as well as new debt under worse case conditions.
- Appropriateness of capital or debt structure.
- Level or type of debt does not preclude future borrowing or funding capacity.

- Cost of capital in relation to return on investment from use of funds obtained.

The Board Chairman will designate which institutions are to be contacted for borrowing purposes and will prepare loan applications with all required supporting analyses and documentation.

(7.2.5.2) Preparation of Loan Applications

Loan proposals will be drafted and presented to the Board of Directors with the following information, if applicable:

- **Date:** The proposal for each bank should be dated with the current date the proposal will be given to the bank.
- **Borrower:** The specific legal name of the intended borrowing entity should be listed. This will avoid confusion with other organization subsidiaries and personal loans to officers.
- **Type of Loan:** The specific type of loan requested should be listed (i.e. equipment loan, line of credit, etc.) This eliminates any guessing or assumptions by the loan officer.
- **Amount:** The amount of the loan requested should be determined and listed. It is very important to establish credibility with the loan officer and committees. All numbers should be carefully forecasted and supported with documentation. Asking for too much or too little money can convey uncertainty or doubt about the organization's ability to implement successfully the plans for the loan proceeds.
- **Use of Proceeds:** As above, the use of proceeds should be listed and well supported by documentation in the organization's business plan and forecasts.
- **Term:** The desired term of the loan should be listed. If deemed possible, longer terms should be requested to avoid the process of having to renew the loan frequently.
- **Closing Date:** Set a closing date. For renewals, approximately 30 days after application; for new bank or loan applications, approximately 60 days after application. This communicates a bit of negotiating edge for the organization by conveying the message that the matter is to be resolved or the organization will use other banks willing to work within this schedule.
- **Takedown at Closing:** The amount of funds to be drawn immediately at closing of the loan should be listed. As above, this should reflect the business plan and conveys that the organization understands its business and financial requirements.
- **Collateral:** Any assets (i.e., equipment, inventory, accounts receivable, etc.) to be used as collateral for the loan should be listed and appropriately reflect the type of loan.
- **Guarantees:** This should normally be completed with "none." The organizaetion should always propose loans based upon the organization's credit worthiness.

However, in certain situations, personal guarantees by the officers may be necessary.

- **Rate:** For negotiating purposes, rather than have the bank "suggest" the interest rate, it is better to state a reasonable but fair rate for the charter school. The rate should reflect the type of loan and the level of risk we think the charter school represents to the bank.
- **Repayment Schedule:** A realistic repayment schedule should be determined and should correspond to the charter school's business plan and financial forecasts.
- **Source of Funds for Repayment:** The specific source of cash flow to be used for repayment should be identified.
- **Alternate Source of Funds for Repayment:** To satisfy concerns by banks that in the event the organization does not meet financial projections, the plans on how the organization would meet the repayment schedule should be listed. For example, liquidating assets, etc., could be used to repay the loan.

(7.2.6) Capitalization & Depreciation of Fixed Assets

Assets acquisitions with a useful life expectancy of greater than one year and with a material unit cost of over $500 will be capitalized by the organization and depreciated.

(7.2.6.1) Capitalization

Capitalization is the process of recording the purchase of a fixed asset that is generally recorded individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements, computer software and vehicles.

All assets with a useful life of greater than one year and a material unit cost of over $500 will be capitalized and (except for land) will be recorded in the depreciation records. Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

Leasehold improvements are to be capitalized if they relate to the occupancy of a new location or a major renovation of an existing location. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

The cost of buildings should include all expenditures related directly to their acquisition or construction. These cost include materials, labor and overhead incurred during construction and fees, such as attorneys and architects and building permits.

(7.2.6.2) Depreciation

Depreciation represents the write-down or write-off of the cost of the asset over its estimated useful life.

In general, the depreciation methods/lives for assets should be selected for consistent financial reporting and tax purposes. The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

Asset Class	Useful Life	Method
Vehicles	Five Years	Straight Line
Office Equipment and Computers	Five Years	Straight Line
Furniture and Line Machinery	Seven Years	Straight Line
Leasehold Improvements	Remaining Life Of Lease Term, Including Option Renewals	Straight Line
Buildings	Thirty Years	Straight Line

The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

(7.2.7) Check Requests

To ensure efficient processing and record keeping. All manual check requests will be prepared on a written check request form.

(7.2.7.1) Origination

Whenever an employee requires a manual check to be issued, such as picking up items or for cash on delivery items, a Check Request form should be completed with all pertinent information and receive appropriate approval.

(7.2.7.2) Processing

The completed Check Request Form should then be forwarded to the bookkeeper for check preparation and signature by the authorized check signers. If a check is to be mailed directly to the vendor, any applicable documentation, such as order forms, etc., should be attached to the form.

(7.2.8) Check Signing Authority

A limited number of employees and board officers will be authorized to sign checks, and there shall be no fewer than three individuals at all times.

(7.2.8.1) Authorized Check Signers

Authorized check signers must be approved in writing and require Board of Directors authorization. The Executive Director will have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.

The Chairman may revoke check-signing authority. Any person who is no longer entitled to sign charter school checks will be notified in writing. The Treasurer will oversee the proper notification of the charter school's financial institutions whenever authorized signature changes are made.

(7.2.8.2) Signature Levels Required

The following signature levels will be required according to the dollar amount of the check:

Less than $500 - A check issued for an amount less than $500 requires only one signature, typically by the Executive Director.

Less than $10,000 - A check issued for an amount less than $10,000 requires two different authorized signatures.

Greater than $10,000 - A check issued for greater than $10,000 requires two signatures, one of which must be that of the Treasurer of the Board of Directors. The second signature can be that of any authorized check signer.

(7.2.9) Petty Cash

To facilitate minor business expenses, a petty cash fund will be available to select employees as described below.

(7.2.9.1) Fund Control

The secretary will maintain control of the cash box, petty cash journal and all petty cash transactions. The petty cash fund will be set up in the amount of $100 for authorized out-of-pocket expenses and advances for minor business expenses.

Advances or reimbursements from petty cash will be limited to amounts of $25.00 or less. If an employee requires funds in a greater amount, they should request a check.

(7.2.9.2) Draws

When an employee requests a petty cash draw, the cashier will record the amount disbursed, date of disbursement, reason for the disbursement and the name of the employee receiving the disbursement.

The employee should, by the next business day, return the receipt(s) and any change to the cashier. A petty cash voucher will then be completed with the receipt(s) attached.

(7.2.9.3) Replenishment

At the end of each month or whenever the petty cash fund drops below a balance of $25.00, the cashier will complete the reimbursement paperwork from the journal with itemized descriptions of expenses and attach all vouchers. The cashier will then be issued a check in the amount of the reimbursement and will be responsible for obtaining cash from the bank to replenish the cash box.

(7.2.10) Recording Transactions in the General Ledger

The business manager or designee is responsible for the proper posting of journals and entries to the general ledger and for the maintenance of the accounts to ensure accuracy, validity and reliability of financial records.

(7.2.10.1) Posting Transactions and Journals

The computerized accounting system aids in the maintenance of journals and posting of transactions to general ledger accounts. The following functions should be performed on a monthly basis to update the general ledger for the month's activities:

- All activities recorded in journals will be posted to the general ledger using the computerized posting feature. These journals include:
    - General Journal
    - Purchases Journal
    - Cash Receipts Journal
    - Cash Disbursements Journal - Payroll Journal
- The recurring adjusting journal entries will be posted via the general journal. Recurring journal entries will be established for adjustments that occur equally each monthly accounting period. Recurring journal entries can include the following:
    - Accruals of interest expense not paid during the accounting period. Amortization of prepaid expenses Depreciation of fixed assets
    - Recurring journal entries will be reviewed monthly and adjusted accordingly.
- Adjusting journal entries will be prepared for transactions that have not been recorded in other journals or to correctly restate account balances to accurate amounts. The need to make adjusting journal entries may be due to the following:
    - Accrual of income and expense items
    - Correction of errors
    - Recording non-cash transactions

All journal entries will be reviewed and authorized by the Executive Director or designee before being posted. Adequate supporting documentation will be prepared for each journal entry.

(7.2.10.2) Trial Balance

After posting all journals and adjusting entries, a trial balance will be printed. The trial balance will be reviewed to ensure that the general ledger is in balance. Next, all control accounts in the general ledger will be reconciled to subsidiary ledgers. Any differences will be investigated and appropriate adjustments will be made.

The Executive Director or designee will make final review of the trial balance for accuracy and proper reflection of account balances before printing financial statements.

(7.3) Fixed Asset Control

Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting. The Executive Director is responsible and accountable for furniture, equipment, machinery and any other capital assets and will maintain some type of control over capital assets. The Executive Director or designee will assist and evaluate the capital asset control procedures.

(7.3.1) Acquisitions

All purchases of assets costing more than $500 and authorized within the annual operating budget must be approved by the Executive Director. Assets that are not included within the annual budget must be approved by the Board of Directors.

A Capital Asset Requisition form (Exhibit 1) must be completed and approved for all purchases. This form is to be attached to all purchase orders or check authorization forms submitted to the bookkeeper. Management may source the vendor for the purchase of the capital asset or can submit the request to solicit bids to the board of directors for assets costing $1000 or more.

All purchases for items over $200 must include a completed purchase order, with the form indicating that the item is a capital purchase. When the bookkeeper is entering the records into the accounting system, the item will be recorded in the official school inventory documentation as well.

Any internally constructed or donated equipment will be reported to the bookkeeper if the item cost or has a FMV of $100 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included on the organization’s in-kind contributions log/records.

(7.3.2) Dispositions

Capital assets may be sold or traded-in on new equipment. An Asset Disposition form is to be completed and approved by the Executive Director. Any assets with an original value greater than $1,000 will also require the Board of Director’s approval.

Upon approval, the charter school may advertise the property for sale or submit a list to the bookkeeper for sale and disposition. After completion of the sale, the Asset Disposition form will be submitted to the accountant, and the item will be transferred out of the inventory records. The accountant will delete the item from the asset records and record any gain or loss on the disposition.

Worn-out or obsolete property with no cash value will be reported to the bookkeeper on the Asset Disposition form with description, serial number and condition. The bookkeeper will inspect all worn-out or obsolete property before it is removed from the charter school and discarded. The asset will then be removed from the asset records.

Any asset that is missing or has been stolen will be reported in writing as soon as possible. The description, serial number, and other information about the lost item should be included in the report. The Executive Director will determine the proper course of action and will notify the charter school's insurance carrier and any outside

authorities if deemed appropriate. If not recovered, the asset will then be removed from the asset records.

(7.3.3) Asset Records

Upon any asset acquisition, the bookkeeper or designee is responsible for assigning and attaching asset number labels to the property where it can be readily located. The bookkeeper will then maintain a detailed Tangible Asset Log. Each asset that receives an asset label will be recorded on the log. This log will display the asset label number assigned to the asset, the date the asset was purchased, the date the asset was labeled, the cost or FMV of the asset, the location of the asset, the description of the asset and the date the asset was disposed of, if applicable.

On an annual basis, the Tangible Asset Log should be reviewed to verify the accuracy of the log. Any discrepancies noted should be reported to the bookkeeper to be resolved.

(7.4) Payroll Processes

(7.4.1) Payroll Records and Procedures

Payroll will be processed to ensure accuracy, validity of transactions and proper internal control procedures will be maintained to assure that all disbursements are for valid services performed.

(7.4.2) Personnel Records, Management and Changes

Personnel records for hiring, classification, rate changes and termination are explained in the section 3 of this policy manual. Payroll processing will be performed in conjunction with the following related personnel procedures.

- Employee Hiring and New Employee Orientation
- Paid and Unpaid Time Off - Pay and Payroll matters
- Performance Appraisals and Salary/Wage Adjustments - Resignations and Terminations

(7.4.3) Payroll Processing

The bookkeeper will receive completed and approved timesheets from the Executive Director or designee(s) according to the procedures outlined elsewhere within this policy manual.

Once timesheets have been received, the bookkeeper or designee will review for completeness and then perform calculations for payroll, payroll deductions and other accruals. The bookkeeper or designee will then prepare summary worksheets of payroll information and present along with supporting documentation to the Executive Director for review and approval.

Once the summary has been approved, the bookkeeper or designee will enter the information into the computer for processing. A payroll report will be printed before printing checks to verify accuracy and completeness. If correct, checks should be

printed. If incorrect, the necessary corrections should be made and reviewed (validated). Validated payroll checks will then be presented for signing and distribution.

Payroll tax deposits will be determined and timely submitted to the Department of Treasury (IRS), as required, using Form 8109 "Federal Tax Deposit Coupon" or the Electronic Tax Payment System.

All payroll related returns will be prepared by the accountant or designee, and approved/signed by the Executive Director or any board officer.

(7.4.4) Payroll Returns

Quarterly prepare Form 941 - Employers Quarterly Federal Tax Return and file with the Internal Revenue Service, which is due on the last day of the month following the end of the quarter being filed (i.e. the first report Form 941 is for the period January 1 through March 31 and is due April 30).

If the organization has four (4) or more employees, then Form UCT-6, Employer's Quarterly Tax Report is required to be filed with the Florida Department of Labor, and is due on the last day of the month following the end of the quarter being filed.

At the end of the calendar year, Forms W-3, Transmittal of Wage and Tax Statement and Form W-2, Wage and Tax Statement are to be completed for all employees and submitted to the Social Security Administration.

(7.5) Property Tax Assessments

All non-exempt property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the organization.

(7.5.1) Review of Assessments

All assessments are to be promptly reviewed. Any qualified properties used by the organization for its exempt purpose should apply for exemption annually. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice as assessed value is sent. It the charter school misses the deadline, it loses the chance to reduce the year's property tax. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

(7.5.2) Appealing of Assessments

If upon review of the assessment and all other factors, the organization believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared.

Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important not to be adversarial with the assessor but to present the attitude that the organization is helping

the assessor to reach a more accurate valuation for the property by presenting additional information.

(7.6) Release of Financial or Confidential Information

The release of financial, personnel, statistical or other information that may be of a confidential nature will be controlled and every request will be referred to the Executive Director or treasurer.

(7.6.1) Written Request

Typical requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, personnel, students, etc. If the request is by letter or written correspondence, the materials shall be forwarded to the <Director> or treasurer who will review the information to be released and who will be authorized to reply. All legal requirements regarding public records, and the policy regarding public records requests elsewhere in this policy manual will be adhered to.

(7.6.2) Telephone / Personal Request

If the request is by telephone or a personal visit to our office, the requester will be referred to the Executive Director or designee. If either one is unavailable, the requester should be asked to provide their name, organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Executive Director or designee for follow-up.

(7.7) Year-End Closing

An orderly, timely and comprehensive closing of all accounts will be performed by the accountant or designee to assure an accurate representation of the organization's financial statements and to provide the necessary documentation for the organization's independent auditors.

(7.7.1) Assets

Assets should be fairly stated, generally at realizable amounts. Work papers should show the basis and when required, how the amounts were calculated.

- **Cash** - Prepare bank reconciliations for year-end of balance per bank to the balance per books for each account. Show original dates and descriptions of each reconciling item. Prepare necessary journal entries and adjust the reconciliations. Prepare a summary of all petty cash and change funds. Totals must agree with the general ledger.
- **Investments** - Prepare a list of all securities on hand at year-end by location held such as broker or bank. Use full names and show the face amount or number of shares and date of acquisition. Determine cost and market values. Calculate accrued interest.
- **Accounts Receivable** - Obtain aged trial balances and reconcile to general ledger. Calculate possible allowance for uncollectible accounts and obtain approval of treasurer. Adjust allowance to calculated amount. Write off any unallocated differences.

- **Other Receivables** - Prepare schedule of grants and other miscellaneous receivables and reconcile to general ledger. Comment on collectibility, if material.
- **Inventories** - Prepare a summary of all properties held in inventory. Reconcile inventories from physical inventory to year-end balances. Explain significant variations from prior year.
- **Fixed Assets** - Prepare a schedule of assets and related allowances for depreciation. Reconcile allowance additions to total depreciation expense. Trace disposals to capital gain and loss schedule or to expense if items were scrapped or discarded.

(7.7.2) Liabilities and Net Assets

Liabilities are shown as the amount to be paid in the subsequent period. Overstatement rather than understatement is the rule for liabilities. If in doubt, record the liability.

- **Accounts Payable** - Determine that all items paid through year-end are not shown on the accounts payable list. Accounts payable shall be kept open for 45 days after year-end in order to receive invoices and record in the accounts payable list. After this 45 day period, maintain a list of any items over $1,000 that are received or paid that are not included in accounts payable but relate to that year-end period.
- **Accrued Payroll** - Calculate accrued payroll and vacation pay due by the number of days outstanding at year-end. Include any incentive bonuses or other special payroll payments.
- **Other Accrued Expenses** - Review accruals for payroll taxes, payroll deductions payable, interest expense on short term borrowings and long term debt. Determine cost of audit and legal services through year-end and record.
- **Income Taxes Payable** - The Federal tax payable schedule will be prepared with the assistance of the auditors. (This is applicable only if the organization has unrelated trade or business income, which does not relate to its exempt purpose).
- **Current Liabilities** - Prepare a schedule of debt and calculate and record the current portion due within one year and accrued interest.
- **Contingent Liabilities and Commitments** - Prepare a schedule of any outstanding litigation and possible loss. Prepare a schedule of all long-term rental agreements.
- **Net Assets** - Bring permanent file of all net asset accounts up to date.

(7.7.3) Revenues

Prepare a schedule of all revenues and compare amounts to prior year. Evaluate and comment on any significant differences. Prepare a memorandum on new revenue accounts. Also prepare a schedule of revenues by program for inclusion in the annual report.

(7.7.4) Expenses

Each expense total should be compared to the prior year and unusual variances reviewed and explained. Several expense items are directly related to asset or liability accounts and the worksheets for the related accounts should be prepared at the same time and shown on one schedule.

- **Payroll** - Prepare a schedule of all payroll and employer taxes and reconcile to payroll expense. Prepare a schedule of annual payroll and benefit levels for each organization employee for the auditors and annual report.
- **Legal and Professional Fees** - Prepare a schedule of all legal invoices with the amount and brief description of services rendered. Reconcile total to Legal expense.
- **Bad Debt Expense** - Prepare a list of all accounts written off during the year. Note specifically any additions to the allowance for uncollectible accounts.
- **Interest Expense** - Prepare a schedule of interest expense by source. Reconcile amounts to short term borrowing and long-term debt.

(7.8) Files and Record Management

The organization will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.

(7.8.1) Current Filing System

To ensure efficient access, filing centers will be established. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other records should be filed in central filing areas.Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems. The following guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files will follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.
- File markers and label headings will always be placed at the beginning or front of a file or group of files.
- Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except personnel) to avoid confusion and refilling in the event of turnover. Files should always be filed under the "proper" or charter school's name whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name", then "First name and Middle initial".

(7.8.2) Record Retention and Long Term Storage

Storage of archived records will be maintained in the locked storage area of the organization or designated public storage facility. Access to this area will be limited to the Executive Director, treasurer, officers of the charter school and the Office Manager.

Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be maintained in metal fire-resistant file cabinets.

Files should be stored in boxes with similar items, dates and retention periods. This will allow for easier access and purging of records. A general rule to keep in mind is that it is better to only half fill a file box than to file dissimilar types of files in the same box. The file manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

These holding periods will be maintained for the document listed below. Any questions regarding documents not listed should be directed to the Office Manager.

- Document Holding Period in Years
- Accident Reports After Settlement 8
- Accounts Payable (Vouchers & Invoices) 6
- Bank Statements and Reconciliations 6
- Canceled Checks 6
- Cash Receipt Books 6
- Claim Files (Against Us) 6
- Claim Files (By Us) 6
- Contracts, Agreements & Leases after Expiration 6
- Credit Files 6
- Employee Records (Terminated) 6
- Financial Statements (internal) 5
- Financial Statements (External) 6
- General Ledgers and Journals 6
- Income and Other Tax Returns 6
- Insurance Claims After Settlement 6
- Patents and Licenses 17
- Payroll Registers and Time Sheets 6
- Payments and Reports to Government Agencies 6
- Physical Inventory Records 6
- Purchasing Correspondence 6
- Sales/Reimbursement Correspondence 2
- Sales/Reimbursement Invoices 6
- Student Records 12
- Travel and Expense Reports 6

(7.8.3) Record Destruction

Three to six months after each year-end, the office manager will proceed with the destruction of all files that have exceeded their recognized holding period. A listing of file categories to be destroyed will be circulated to all the officers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference Destruction of the files will be by

shredding. Disposal of records into the organization's general trash service is not allowed.

(7.9) Charter of Accounts

To facilitate the record keeping process for accounting. All ledger accounts will be assigned a descriptive account title and account number consistent with the Financial and Program Cost Accounting and Reporting for Florida Schools manual (The Red Book).

(8) Facilities

(8.2) Animals In School

(8.2.1) Special Events

Special events involving animals must be approved by the Principal at least two weeks prior to the event. If such an event is approved, a list of all animals to be present must be sent home to parents so as to ensure that no students will have allergies to the animals. If a student has allergies to an animal, the teacher is responsible for finding another environment for that student and providing opportunities to gain from the learning experience as other students who do not have allergies.

(8.4) Classroom Decor

(8.4.1) Custom Paintings/Murals

Prior to any staff member permanently affixing any design or color to a classroom wall (i.e. painting, permanent markers, etc.), a plan for the design must be submitted to the Principal for approval. The Staff member should also be prepared to paint over any designs should the Principal deem they are a distraction or no longer appropriate for the classroom.

(8.4.2) Affixing Items To Walls

Methods for affixing any items to common school areas, such as hallway walls, etc., shall be prior approved by the Principal. Methods of affixing typically approved would be sticky materials or tape which can be removed without leaving any holes of any kind or defacing walls by paint removal, etc. Methods of affixing requiring approval include, but are not limited to, staples, nails, tacks, or any objects requiring repairing, patching, or rebuilding surface areas to restore ready for painting.

(8.4.3) Prohibited Items

Due to safety issues, heating pads, electric burners, candles, etc. are not allowed in the instructional area with the exception of a temporary science lab. A microwave and coffee pot are available in the faculty lounge.

(8.5) Hazardous Materials

The ensure that all chemicals and materials used in the care and maintenance of the building are stored and recorded in an appropriate manner. The Principal will ensure

that appropriate documentation will be kept of the purchase, use, storage and disposal of substances designated as hazardous by local, state and federal authorities.

(8.6) Doors

(8.6.1) Small Group Doors

Classroom doors should be left open at all times so that rooms are inviting for entrance. Open doors allow administration and visitors to enter without causing such a disruption. It is responsibility of all employees to ensure that transitions are made quietly, and if the noise level prevents effective instruction, an administrator should be notified.

(8.6.2) Exit Doors

The doors to the outside must be shut and locked at all times. Employees may not prop these doors open or allow students to do so at anytime. Employees should regularly check to ensure that the doors are shut and locked.

(8.7) Key Distribution and Control

Keys will be issued to employees at the beginning of the school year and will be collected at the termination of the school year. Employees are responsible for their keys, and if they lose their keys they may be responsible for the cost of rekeying the locks on the building as well as the cost of additional keys. When utilizing keys to enter the building during non-business hours, the employee is responsible for ensuring the building is properly secured.

(9) Transportation

(9.1) Student Transportation Services

The organization, in accordance with state law, shall provide free transportation for eligible students attending the organization's schools. The Executive Director shall ensure that the transportation services of the School meet all of the guidelines established by the State of Florida, as well as the policies that pertain directly to the qualifications of bus operators and operational procedures adopted by the organization.

All eligible students with disabilities will be provided bus transportation by the organization between home and the special education program. Transportation for a student with disabilities will be provided between schools if the Individualized Education Plan (IEP) team determines that such transportation is necessary as a related service due to the student's disability. Eligibility must be stated in the student's IEP.

(9.2) School Bus Safety

Safe transportation of students shall be the paramount obligation of the transportation staff. All procedures and rules developed by the administration shall be governed by this requirement. State and local laws pertaining to the operation of buses and vehicles used to transport students will be observed by drivers, students and staff.

All behavioral policies within this manual also are applicable to students while on school provided transportation. Transportation rules and regulations will be distributed annually

to parents/guardians. Students will receive instruction for the safe loading, riding, unloading and emergency evacuation procedures.

The Principal or designee will file criminal charges of trespass against any person who unlawfully enters a school bus where entry is not approved by Board policy or where the individual does not have written approval of the organization.

(9.3) Drivers

The safety and welfare of our students is of paramount importance to the organization. Accordingly, no person will operate a school bus unless the person possesses a valid school bus permit and has complied with the regulations of the State of Florida and other regulatory agencies. In addition to the health certificate required for each current school term, the Board may require evidence of continued good health from individual drivers at any time it deems necessary.

(9.4) Routes and Schedules

The administration will prepare and monitor organization's bus routes and schedules. The Principal will initially approve all bus routes each school year; the final bus routes must be approved by July 30 of each school year. Buses will be routed with student safety, efficiency and economy as the controlling factors.

(9.5) Inspection

The organization's vehicles that are used to transport students will be inspected annually by state approved inspectors each school year.

Bus inspections conducted by School employees shall not be made more than sixty (60) days prior to operating the vehicles during the school year. Bus drivers and bus maintenance employees have the responsibility to inspect, report and remedy any condition of the School buses which poses an unreasonable risk of harm to students and staff.

Newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity to carry more than ten (10) passengers including the driver, and used to transport students, shall meet state and federal specification and safety standards applicable to school buses.

(9.6) Use of school buses

School buses will be used only for the transportation of students to and from school or for School educational purposes.

Appendix F: Job Descriptions

a) Executive Director
b) Principal
c) Educational Coordinator
d) Lead Educational Coordinator
e) Educational Assistant
f) Receptionist
g) Registrar

Pivot Charter School Job Description

Executive Director

The Executive Director is responsible for the effective operation of the schools; general administration of all instructional, business or other operations of Pivot Education -Florida; and for advising and making recommendations to the Board with respect to such activities. Executive Director shall perform all the duties and accept all of the responsibilities usually required of school district leader as prescribed by the Education Laws of Florida, the rules and regulations of the Board of Regents and Commissioner of Education, laws and regulations of the United States, statutes of Florida, and the policies, rules, and regulations established by the Board.

1. Primary Activities

The Executive Director shall possess the following powers and be charged with the following duties:

A. To be the Executive Director of Pivot Education, with the right to speak on all matters before the Board, but not to vote

B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

2. Responsibilities

A. Keep the Board informed of the condition of Pivot's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to district employees and receive from all school personnel any communications directed to the Board.

B. Prepare the agenda for Board meetings, in consultation with the President of the Board. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.

C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.

D. Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board.

E. Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of District facilities, and see to the development of long-range plans which are consistent with Board objectives.

F. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.

G. See to the execution of all decisions of the Board.

H. See that sound plans of organization, educational programs and services are developed and maintained for the Board.

I. Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.

J Be directly responsible for news releases and/or other items of public interest emanating from all District employees that pertain to education matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with District employees.

K. Provide for the optimum use of the staff Pivot Education -Florida. See that Pivot Education -Florida is staffed with competent people who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.

L. See that appropriate in-service training is conducted. Summon employees of Pivot Education -Florida to attend such regular and occasional meetings as are necessary to carry out the educational programs of Pivot Education -Florida.

M. Prior to action by the Board, recommend the appointment, discipline or termination of employment of the administrators of Pivot Education -Florida.

N. Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching personnel of Pivot Education -Florida.

O. See to the development throughout Pivot Education -Florida of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.

P. See that effective relations with employee organizations are maintained, assume ultimate responsibility for collective negotiations with employees of Pivot Education -Florida

Q. See that the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board by March 1 or at such earlier date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.

R. See that all funds, physical assets, and other property of Pivot Education -Florida are appropriately safeguarded and administered.

S. File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.

T. Establish and maintain liaison with community groups which are interested or involved in the educational programs of Pivot Education -Florida.

U. Establish and maintain liaison with other school districts, the Florida State Education Department, colleges and universities, and the U.S. Department of Education.

V. Act on own discretion in cases where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

Primary Relationships

The executive director observes and conducts the following relationships:

A. Board of Education

1) As operations officer, be accountable to the Board of Education, as a Board, for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.

2) Attend, or have a representative attend, all meetings of the Board.

3) Represent the Pivot Education -Florida as the executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.

4) Report directly to the Board of Education, as a Board, and as required to all appropriate governmental agencies.

5) Act as reference agent for problems brought to the Board.

6) Work with the Board of Education to develop appropriate programs and policies, upon either the recommendation of the superintendent or the initiative of the Board of Education.

B. Administrators

1) Directly oversee the work of other central office personnel.

2) Hold regular meetings with Building Principals, Coordinators/Directors and all other administrators to discuss progress and educational problems facing Pivot Education -Florida.

3) Direct the operations and activities of administrators; see that they effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.

4) Approve the vacation schedules for administrators; and be personally responsible for all evaluations of administrators.

C. Others

1) Work with other Board employees and advisors, including auditors, architects, attorneys, consultants and contractors.

2) Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent Pivot Education - Florida in collective negotiations with recognized or certified employee organizations.

3) Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the public schools appear on the agenda.

4) Represent the Pivot Education -Florida before the public, and maintain, through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and successes of the District.

5) Receive all complaints, comments, concerns and criticisms regarding the operation of the Pivot Education -Florida from the public, employees of the District, students and Board members.

Pivot Charter School Job Description

Principal

The Principal shall devote full time, skill, labor and attention to the operation of their Pivot Charter School Campus. The Principal shall have the responsibility for their Pivot Charter School campus personnel matters, including selection, assignment, transfer, and the termination of all personnel with Board or Executive Director approval. The Pivot Board or Executive Director will serve in an advisory role on those matters.

The Principal duties shall include but may not be limited to the following:

- Provide instructional leadership to Pivot Charter School;
- Supervise all employees of their PCS campus;
- Provide performance evaluations of PCS employees at their campus at least once annually;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Pursue enrollment to sustain a strong operating budget;
- Work with the Executive Director to make written recommendations to the Board on programs, policies, budget and other school matters as they relate to their specific campus;
- Stay abreast of school laws and regulations;
- Provide all required reporting in a timely fashion;
- Ensure accurate student information system data entry and reporting;
- Participate in the dispute resolution procedure and the compliant procedure when necessary;
- Write applications for grants;
- Attend meetings with the back office business services provider and the State Board on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the State;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters;
- Coordinate the administration of State Standardized Testing;
- Attend all PCS Board meetings and attend State Board meetings as necessary;
- Site safety;

- Foster an amicable relationship between the authorizer and PCS and facilitate;
- Establish a communication model to facilitate communication among all the groups within PCS, between PCS and the State, and between PCS and the community at large;
- Develop the PCS annual performance report;
- Facilitate open house events;
- Any other duties assigned by the Executive Director

Pivot Charter School Job Description

Educational Coordinator

Pivot Charter School combines an online learning environment with access to early college (dual enrollment) courses and a strong career and post-secondary school guidance program with an emphasis on service learning experiences for students who are behind in credits, want to accelerate their learning and who are generally not succeeding at acquiring the standards through a traditional classroom environment and schedule. The school will provide a blended model of online learning and site-based offerings so students may receive the best of two educational models. Students attend learning lab sessions daily and work on their online courses while also participating in academic enrichment workshops such as small group instruction, tutoring, activities, clubs and assessment.

The Education Coordinator at Pivot acts as an academic advisor, a counselor and an academic, on-site support to the AAI ROADS curriculum. The EC's role is vital to the success of the hybrid learning program in so much as the initial presentation and implementation of the program for each individual student rests with the EC. The EC must act as a liaison, making first contact with students to foster a supportive, communicative and nurturing environment between the ROADS curriculum, online teachers and each student. In addition to the importance of helping to foster the relationship between AAI and students, ECs must consistently establish individualized goals and measured success to help each student maintain effective time management and motivation within the curriculum. The EC counsels, mentors, provides oversight and direction and provides whatever support it takes to help students succeed in their academic endeavors. At the end of the day, it is the ECs job to ensure that students find success and satisfaction within the ROADS curriculum.

Job Description:

Employer: Pivot Charter School

Employment Type: Full

Salary: Commensurate with experience

Materials for applying: resume, cover letter, list of references, credential and certification information

Duties and Responsibilities:

- Maintains accurate and up-to-date documentation of student learning student attendance and student progress (or lack thereof).

- Compiles student learning files and electronically documents all required educational data as prescribed by the Principal.
- Oversee student work and completion rates and makes recommendations for program changes accordingly.
- Teaches and guides in accordance with the abilities and achievements of the pupils assigned to him or her, and in conformance with the charter schools' philosophy, goals and objectives as expressed in the adopted courses of study.
- Improves each student's ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
- Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
- Maintains a professional demeanor and high expectations in his or her meetings/interactions that is conducive to learning, and works cooperatively with administrators in attempting to resolve problems.
- Identifies and attempts to meet special needs of pupils, and initiates referrals to special programs and services personnel as necessary.
- Communicates with pupils and parents regarding the educational and social progress of pupils.
- Prepares formal progress reports and provides other information appropriate for inclusion in the cumulative records of the pupils assigned to his/her student list.
- Full time teachers serve a caseload of up to 50.
- Serves, as requested, on school and organization-wide committees and project teams.
- Teaches at least 12-15 hours per week of site-based supplemental classes or other student support such as tutoring or office hours.
- Attends and participates in required in-services training activities and works with his/her site administrator in planning his/her own in-service program.

A day in the life of an EC:

- The day begins with goal setting. Students begin Mondays with their goal sheets on the desk while simultaneously looking at their progress report in ROADS. Students fill out their goal sheets and make a "plan of attack" for the day. ECs make the rounds to each student to question their plan for the day. Praise is given for successes, plans are made for improvement. Tuesday through Friday, students begin the session with goal sheets out and a plan for the day made.
- EC's work with students one-on-one for tutoring support. A pull-out tutoring group is scheduled for one hour each day to support students struggling within a subject area of the curriculum.
- ECs attend to administrative duties such as enrolling new students, dropping classes, adding classes, communicating with AAI or Pivot staff. The bulk of this is done in the less hectic afternoon hours.
- By the 2nd or 3rd hour of the session ECs rotate within their groups again to check goals and see that students are making progress. Redirection and focus is given as needed. Measured goals are given to students who need direction.
- Praise is given often and repeatedly throughout the day. Students receive praise for every little gain made. ECs strive to maintain a learning environment that is conducive to continued

success. Thus by setting mini-goals and giving repeated praise, ECs help students build a healthy sense of self based on individual gains and achievement.

- Classroom management consists of refocusing students, maintaining a respectful and quite learning environment, making accommodations for specific learning styles, and allowing for freedom within a structured setting.
- ECs work to foster healthy relationships among all students which support the school culture. We strive to create a family atmosphere where everyone is welcomed into a supportive and nurturing learning environment.

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Pivot Charter School Job Description

Lead Educational Coordinator

- Orient new staff members to the EC process
- Floor Management/EC Assignments – Ensure adequate coverage in each students lab
- Staff (EC) Management – Assist ECs with the delicate meshing of varying class management styles to the benefit of staff and students (new for this blended model)
- Keep ECs informed of Pivot guidelines with regard to day-to-day operations
- Review Small Group Plans
- Review Weekly Student Reports
- Maintain small group schedule
- Maintain lunch/break/coverage schedule
- Periodically evaluate small group presentations for content, literacy embedding, and effective curriculum building
- Assist with facility maintenance (student area clean up, break room clean up, etc.)
- Student enrollment, schedule changes, withdrawals, and demographic changes
- Assist in the identification process of new ELLs via review of the HLS (Home Language Survey) and updating student plans and ESOL folders for existing ELLs.
- EC support:
    - Maintain 'house' accounts (email, scans, printing, ROADS access and navigation, etc.)
    - Obtain and submit supply requests
    - Assist with student monitoring, redirection, and parent phone calls
    - Assist with the Grade Reporting process (i.e. grade calculation, GGD completion, AGD completion)
    - Address staff needs and concerns and present to administrator(s) when necessary
    - Keep teachers informed of Common Core standards, FLDOE standards, and Hillsborough County district guidelines with regard to formative assessments, req'd professional development (e.g. ESOL), and req'd certification
    - One-on-one and small groups with intervention students identified weekly by each teacher
    - Oversee PLC meetings and reporting
    - Create new student Panther folders
    - Provide clarity and reminders to ECs with regard to student guidelines

- Continually assess EC process and responsibilities; advocate with administrators (Executive Director, Principal, Asst. Principal) to implement suggested best practices, simplify processes where possible, and/or extract non-essential tasks

Pivot Charter School Job Description

Educational Assistant

Skills:

- Must have excellent communication skills, both verbal and written
- Be able to use those communication skills to speak in front of groups and present academic workshops
- Must be relatable to the students to establish friendly relationships
- Must have patience and a strong desire to help students achieve their goals
- Must be able to break down the complexity of the material
- Must adapt and be able to teach various teaching styles when a student does not show progress
- Must demonstrate enthusiasm for the topic for which they will tutor and inspire enthusiasm in the students
- Must be able to motivate the students and provide them with confidence
- Must be able to incorporate technology into their work

Responsibilities:

- Ensuring that the students improve their grades is the primary task
- Tutors should spend time on the floor communicating with coordinators and students as well as performing one-on-one or group tutoring sessions
- Use ROADS to filter through the students and reach out to the ones in need
- Tutors should set up times with targeted students and hold those students accountable
- They should help the students' self-esteem to look optimistically on their schoolwork
- They must encourage students to work independently
- Tutors must keep detailed records of sessions and topics covered
    - Such records should include concerns with regard to the student, including lack of preparation, absenteeism or behavioral issues, as well as the teaching strategies used and the goals set forth for the student
    - They must turn in these records to the lead Educational Assistant
- The Educational Assistant then should coordinate with the students' teachers and parents to address any concerns
- While on the floor, tutors should look out for misconduct and diffuse any situation or report to the student's Educational Coordinator
- Tutors must try to keep the tutoring rooms organized, clean, and tidy

- Be communicating with the ECs on a regular basis to keep an open dialogue about the student's needs and progress

Pivot Charter School Job Description

Receptionist

Under the supervision of the Principal, acts as the school receptionist answering incoming telephone calls, greeting and directing visitors, entering attendance, managing bussing and passes, receiving and disseminating documents from the public, handling office mail and other assigned duties.

DIRECTLY RESPONSIBLE TO: Assistant Superintendent, Human Resources

RELATIONSHIP TO STUDENT ACHIEVEMENT:
Maintains a professional approach, attitude and appearance with the public and school employees and high educational standards in relation to meeting the educational needs of students.

ESSENTIAL JOB FUNCTIONS:

1. Answers and extends calls to appropriate schools, site locations or personnel;
2. takes and transmits messages as requested; professionally greets, screens and directs visitors to
3. appropriate locations.
4. Provides appropriate information to those seeking employment, or submitting and picking up
5. requests for transcripts, employment verifications, bus passes, open enrollment forms, or other
6. documents.
7. Functions as a clearing house for all departments by disseminating and
8. gathering applications and forms for all departments.
9. Disseminates District information and/or materials to the public as necessary and requested.
10. Works closely with Principal in completing a variety of
11. duties related to the successful recruitment of employees in both the certificated and classified
12. service.
13. Operates a variety of office equipment including computer, fax, and copier.
14. Accomplishes fingerprinting when necessary.

DAILY JOB FUNCTIONS

1. Arrive by 7:30 a.m. to receive student return notes and generate passes
2. Dress in a manner that is professional and best represents the school
3. Answer incoming calls using professional and helpful etiquette
4. Greet and/or direct all guests at front window
5. Follow the job description duties in the Attendance Accounting Handbook and School Policy.
6. Maintain the period-by-period attendance log and tardies log.
7. Maintain and Code students absences
8. Collect electronic attendance at 15 minutes after each period starts, print and file daily attendance sheets in a binder with the attendance sheet.
9. Print out cycle and Semester Attendance Reports

10. Contact Teachers via e-mail on who did not submit attendance
11. Maintain accurate “tardy” information and distribute to all teachers via daily e-mail. Inform principal of any necessary discipline with excessive tardies.
12. Run Teacher Roster for student membership for the 1st and 4th six weeks
13. Send all attendance warning letters to parents via certified mail
14. Process necessary paperwork to file truancy charges on students/parents
15. Maintain a separate set of Annual Folders for Discipline, Tardy Slips, Parental & Doctor Notes for absences, Notice of Concerns and Attendance
16. Maintain and enter all discipline information daily
17. Maintain Student Request of Records sent electronic via intranet

EDUCATION AND EXPERIENCE:
Any combination equivalent to graduation from high school and two years of general clerical experience, including typing, public contact and computer literacy.

The School Receptionist will receive form the Principal a Yearly evaluation based upon these duties. The receptionist may be asked to perform other duties as necessary. These other duties will be taken into consideration at time of evaluation.

Pivot Charter School Job Description

Registrar

GENERAL DEFINITION AND CONDITIONS OF WORK

Performs a variety of general office clerical duties and is responsible for work in the registration and transfer of students, and in preparation and maintenance of student records.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations may include, but not be limited to, the following functions/tasks:

1. Maintains and respects confidentiality of student and school personnel information;
2. Serves as secretary to the Director of Counseling and the guidance staff; provides information; prepares correspondences and related matters; prepares and maintains files and records; assists teachers, parents and students;
3. Receives and greets persons or groups calling on guidance department staff; answers telephones, provides information, takes and dispatches messages, as needed;
4. Prepares cumulative record labels, grades, credits, GPA, rank in class, and end of year reports;
5. Registers new students/withdraws students and notifies the bus company (in conjunction with Receptionist);
6. Enters data for new and previous students;
7. Maintains diplomas for school term;
8. Prepares and sends transcripts to colleges, employers, and to schools for transfer students;
9. Obtains transcripts for new/transfer students;
10. Reviews requests made by Social Security Administration, law enforcement officers, mental health representatives, and other support staff and completes, as necessary;
11. Files incoming records from the middle school and high school;
12. Moves records to appropriate grade, placing proper labels for grade level;
13. Updates demographic data in computer database;
14. Checks and reviews a variety of data for accuracy, completeness, and conformance to established standards and procedures;
15. Requests records, as needed;
16. Maintains records and generates reports, as requested
17. Operates standard office equipment to include, word-processing, and data processing equipment, copiers, laminators, etc.;
18. Handles a variety of routine technical and administrative assignments;
19. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
20. Complies with and supports school and division regulations and policies;
21. Models non-discriminatory practices in all activities;

22. Performs related tasks as assigned by building administrator(s) in accordance with the school/policies and practices.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of standard office practices, procedures, equipment and secretarial techniques; thorough knowledge of business English, spelling and arithmetic; ability to word process accurately and at a reasonable rate of speed; ability to make arithmetical calculations; ability to meet the public effectively; ability to operate a variety of office equipment; skill in the use of data and word processing equipment; ability to establish and maintain effective working relationships with others; ability to follow oral and written instructions.

EDUCATION AND EXPERIENCE

Any combination of education and experience equivalent to graduation from high school, including or supplemented by courses in general office practices and procedures and clerical and secretarial experience.

SPECIAL REQUIREMENTS

The registrar is expected to exercise mature judgment in working with confidential information. General supervision of the registrar is received from the Principal. Candidate must possess good moral character.

PHYSICAL DEMANDS/REQUIREMENTS

This is sedentary work requiring stooping, kneeling, crouching, reaching, pulling, routine lifting up to approximately 20 pounds, grasping, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word, and conveying detailed or important instructions to others accurately, loudly, or quickly; hearing is required to perceive information at normal spoken word levels, and to receive detailed information through oral communications and/or to make fine distinctions in sound; visual acuity is required for preparing and analyzing written or computer data, operation of machines, and determining the accuracy and thoroughness of work.

EVALUATION

The Principal will evaluate performance on the ability and effectiveness in carrying out the above responsibilities.

Appendix G: Employee Evaluation Systems

a) Teacher Evaluation System
b) Principal Evaluation System

TEACHER EVALUATION SYSTEM

INTRODUCTION

Traditional evaluation systems have not shown strong relationships to student achievement (Medley Coker: , 1987 Peterson, 2000) .Similarly, recent research specifically related to the Pivot Florida current evaluation system shows that the principal's evaluation of the teacher has no correlation with student achievement. As a whole, teacher evaluation systems tend not to address performance issues adequately and the results are poorly aligned with the perceptions of educators, both teachers and administrators, with actual teacher performance. Evidence does exist which shows that evaluation *systems* can improve instruction (Milanowski and Henerman, 2003; Danielson & McGreal, 2000) and positively impact student achievement (Holtzapple, 2003) properly designed and implemented.

Pivot Florida has taken the initiative as an opportunity to redevelop its teacher evaluation system with the purpose of ensuring: that the system increases student earning growth by improving the quality of instructional, administrative and supervisory practice. The system, as detailed in this document, is representative of a standardized approach that will ensure consistency of practice Pivot Florida-wide. Expectations are set and performance goals developed early in the fiscal year. Ongoing monitoring of teacher progress will ensure better alignment of the actual performance to the expected performance, and that performance issues are addressed in a timely manner. The system also brings about greater communication and improved feedbac4 between the employee and the supervisor, significantly improving performance and engagement while also making the evaluation process more meaningful.

According to Danielson and McGreal (2000) the first step in the development of a teacher evaluation system is to determine the process. For the Pivot Florida, this step involved the formation of an evaluation committee comprised of a diverse group of stakeholders. This committee was tasked with examining-current research and best practices around teacher evaluation. The result of the committee's work was an evaluation rubric based on the four domains in Charlotte Danielson's *Framework for Teaching.* This framework supports the observation and evaluation of teacher planning and preparation, the classroom environment, instruction, and professional responsibilities. Both the evaluation rubric and the research around the framework informed the development of observation instruments and processes described in this document.

THE TEACHER EVALUATION RUBRIC & STUDENT GROWTH

The classroom teacher evaluation rubric was developed by a bargaining task force comprised of teachers, school and Pivot Florida administrators. The group based their work on the four domains in Charlotte Danielson's Framework for Teaching, adjusting the categories and descriptions to support the revised Florida Educator Accomplished Practices and Pivot Florida strategic goals. Teams were created within the task force and each was assigned a domain. The teams worked through multiple revisions of the rubric until they came to consensus on a final version. Similarly, a committee on assessment and evaluation was convened to discuss the selection arid development of assessments and the plan for incorporating student growth measures into the teacher evaluation system. The Pivot Florida timeline for the development of student assessments used for evaluation and for incorporating assessments into the evaluation can be found in Appendix B. Pivot Florida will adopt state developed assessments as they become available. Pivot Florida will incorporate growth measures for additional grades and subjects, as the mum makes such measures available.

Student Growth Measures

Pivot Florida views the first year of implementation as a period of transition, system evaluation, arid further planning. During this time, the growth results for classroom teachers and other instructional personnel, including those with less than 3 years of available data, will equal 5O% of the evaluation result. For subjects and grades currently assessed by FCAT Reading, FCAT Math, the Algebra 1 EOC, Geometry EOC, Biology EOC and FCAT Science, student growth will be calculated based on the students assigned to the teacher of the subject/course. For subject and grades not assessed by statewide assessments, Pivot Florida will use grade-level or school-will wide FCAT growth or, where possible the FCAT or EOC growth of the students assigned to the teacher. For teachers who are assigned solely ESE students at special centers or in the functional I skills program, growth will be measured by established learning targets based upon the goals of the school improvement plan, and approved by the principal. Pivot Florida will use the state-adopted growth measures for courses associated with FCAT for 2012-2013. The list of student assessments for each subject and grade level for use in 2012-13 can be found in Appendix A.

As Pivot Florida capacity to assess student growth expands, Pivot Florida will examine how the growth results will be combined for teachers with assignments that utilize results from multiple assessments to equal 50% of the evaluation result . Pivot Florida will also seek to use a combination of student growth data (30%) and other measurable student outcomes to evaluate instructional personnel who are not classroom teachers. Additional, a plan will be developed for using either student achievement or a combination of growth and achievement in subjects for which these measures are more appropriate.

Instructional Practices

Instructional practice is measured through observation framed by the evaluation rubric. The four domains of the rubric are Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. Each domain has 5 categories in which teachers will receive ratings. These ratings will account for 50% of the final performance rating, except in years prior to a milestone event, where an additional metric is employed as part of the multi-metric evaluation system. Where the additional metric is used, the additional metric will account for 25% of the performance rating, with the supervisor ratings on Domains 1 through 4 accounting for an additional 25%.

Rating Labels

The rubric makes use of four internal rating labels: Unsatisfactory, Needs Improvement, Effective, arid Highly Effective. A rating of Unsatisfactory is reflective of a teacher who consistently does not use appropriate strategies and methods or uses them incorrectly or with parts missing. The rating of Needs Improvement describes a teacher who is attempting to implement effective teaching strategies. Effective portrays a teacher who has mastered and consistently uses effective teaching strategies. The rating of Highly Effective describes an expert teacher who could model and/or teach others effective teaching strategies. The scoring process translates these labels into the required final performance ratings of Unsatisfactory, Needs Improvement, Effective, arid Highly Effective., as described below.

The Performance Rating

The performance rating is calculated using a point system with total scores ranging from 0 to 3. A maximum of 3 points can be earned through the student growth measurement. An additional 3 points

can be earned through the observation of instructional practice. In both methods, a rating of Highly Effective is valued at 3 points; Effective is valued at 2; Needs Improvement is valued at 1; and Unsatisfactory is valued at 0. A teacher receiving Unsatisfactory in either the student growth or the instructional practice portion of the evaluation will receive a final performance rating of Unsatisfactory.

Points for student growth will be assigned using a three step process. Pivot Florida recognizes that a certain amount of statistical error is expected in the calculation of the value added model (VAM scores). In order to account for this error, a confidence band around each teacher's VAM score will be calculated. This will allow Pivot Florida to be 95% certain that a teachers score falls within one of three bands: VAM score below C, VAM score crosses D, or VAM score is above C. Teachers whose scores fall in the band entirely below C will be rated as Unsatisfactory. Teachers whose stores fall in the band entirely above C will be rated as Highly Effective and receive 3 points toward student growth. For teachers whose VAM scores fall in the band crossing zero, a second step will be applied to determine the points assigned for student growth.

If a teacher's confidence band crosses zero, it means that the VAM score could be positive or negative. Teachers in this band will be rated either Effective or Needs improvement in the area of student growth. In order to determine which rating a teacher will receive, Pivot Florida will look at the percentage of students assigned to that teacher that met expected gains. Teachers with 30% or more of their students meeting expectations will be rated as effective and receive 2 points toward student growth. If less than 30% of their students meet expectations, teachers will be rated as Needs Improvement and receive 1 point toward student growth, as shown in Table 1. Pivot Florida will follow these two steps for each year of assessment data. For teachers with more than one year of data, a third step will be taken.

Table 1: Assigning Points for Student Growth for Each Year of Data

Score 0-3) for Each Year of	Criteria
3 (Highly Effective)	95% Confident VAM score above 0
2 (Effective)	95% Confident VAM score crosses 0 AND Students Meeting Expectations a 30%
1(Needs Improvement)	95% Confident VAM score crosses 0 AND Students Meeting Expectations <30%
0 (Unsatisfactory)	95% Confident VAM score below 0

In uses where three years of data are available, the average of the points received toward student growth for each of those three years will be calculated. Where two years of data are available, the average for those two years will be calculated. In both cases, the most recent year will be weighted by counting those points twice.

The overall points received for student growth will be determined by comp ring the average points to a range. Teachers whose average is within the range of 2.5 - 3, will be rated as Highly Effective and receive 3 points toward the student growth portion of the final performance rating; an average within the range of 1.5 – 2.49 will result in a rating of Effective and 2 points for student growth; an average within the range of 0.51-1.49 will result in a rating of Needs Improvement or Developing and 1 point fur student growth; and an average within 0-0.50 will result a rating of Unsatisfactory. Additionally, teachers whose scores, prior to being averaged, were Unsatisfactory in the current year and also Unsatisfactory in any prior year receive a rating of Unsatisfactory.

Points for instructional practice will be assigned by counting the evaluation rubric ratings determined through final

Performance evaluation(s). Teachers will receive five ratings in each of the four domains. The system is weighted so that Domain 3, Instruction, has twice the value of the other domains. For a standard evaluation, this results a tots of 25 ratings. For an evaluation with a second metric, the number of ratings doubles to 50 to account for the use of evaluation rubrics completed by two different observers. The score assigned is based on a count of each type of rating received. The number of ratings required to receive a particular score varies fur beginning teachers, defined as having 0-3 years of teaching experience, and experienced teachers, defined as having 4 or more years of experience. The scores and rating requirements are shown in Table 2.

Table 2:Assigning Points for Instructional Practice

Score(0-3)	Beginning Teachers: Years I *and 2*	Beginning Teachers: *Year 3 (Multi-Metric)*
3 (Highly Effective)	At least Highly Effective ratings No ratings of Needs Improvement or Unsatisfactory	At least 32 Highly Effective ratings Na ratings of Needs Improvement or Unsatisfactory
2 (Effective	At least 14 Effective or Highly Effective ratings No ratings of Unsatisfactory	At least 22 Highly Effective and ratings No ratings of Unsatisfactory
1 (Needs Improvement)	No more than 2 ratings of Unsatisfactory	No more than 2 ratings of Unsatisfactory
0 (Unsatisfactory)	3 or more ratings of Unsatisfactory	3 or more ratings of Unsatisfactory
Score(0-3)	**Experienced Teachers (including newly hired) : *Years 4 or higher***	
3 (Highly Effective)	At least 19 ratings at Highly Effective and no ratings of Unsatisfactory or Basic	
2 (Effective)	At least 10 ratings at Highly Effective or Effective and no ratings of Unsatisfactory.	
1 (Needs Improvement)	No more than 1 rating of Unsatisfactory	
0 (Unsatisfactory)	2 or more ratings of Unsatisfactory	

The points earned for the student growth measurement are added to the points earned for instructional practice and thermal performance rating is assigned based on a range. The range is the same for all teachers. A total score of 2 results in a final performance rating of Needs Improvement; 3-4 results in Effective; and 5-6 is Highly Effective. Teachers that receive low points in either the instructional practice or the student growth portions of the evaluation will receive a final performance rating of Unsatisfactory.

The final performance rating is assigned by the Supervisor. Supervisors enter the results of the final performance evaluation into the employee's record electronically. Pivot Florida will apply local calculations to student growth data. The results of the calculations will be imported into the performance management system. The performance management system will calculate the point earned for instructional practice and add those to the points earned for the student growth measure in 'order to assign a final rating. Information from the evaluation system will be returned to the teacher as feedback for individual continuous improvement both electronically and through the teacher's supervisor. The evaluation rubric and scoring system used to define and assign an employee's final evaluation rating can be found in Appendix B.

THE OBSERVATION AND EVALUATION PROCESS

Pivot Florida has developed a system of observation and evaluation that ensures teachers receive ongoing and consistent feedback from their supervisor throughout the school year. The supervisor, for evaluation purposes, is determined by the school principal or departmental director. The principal or director may in take on the role of evaluator or may designate another school or departmental administrator as supervisor for evaluation purposes. Input into evaluation by trained personnel other than the designated supervisor will be incorporated as part of the mufti-metric evaluation process described in the below, corresponding section.

Annual Evaluation of Teachers

Teachers will receive annual evaluations supported by systematic observation. The evaluation process begins in August and follows the timeline shown in Table 3. For newly hired teachers, the timeline includes two evaluations during their first year. Parents have the opportunity for input during conferences and meetings with administration. All formal observations will be reduced to writing and discussed with the teacher within ten days of the observation. No later than five days following the discussion, the teacher will receive a copy of the formal observation report after signing to indicate that the report has been discussed with the teacher. If deficiencies are noted during the observation, the supervisor will provide the teacher with written recommendations for improvement and provide assistance in helping to correct such deficiencies. Evaluation results will be directly linked to professional development opportunities by FY14. Formal observations will be

supported by regular classroom walkthrough observations where the supervisor collects data arid provides feedback to the teacher.

Table 3 Evaluation System Timeline

August	Evaluation system overview is provided by supervisors (within first 60 days) Supervisors set general goals and expectations
September	First planning conference with teacher (set specific goals and expectations)
October	Complete initial observations Establish follow-up conference/communications First year teachers receive their first fibrin at observation anal evaluation including experienced teachers that are nerdy hired
January-February	Mid-Year review to determine progress on goals/expectations Continue
February-April	First year teachers receive their second formal observation, including experienced teachers that are newly hired
April-May	Final performance evaluations are completed for all teachers Fallow-up conference/communications

The methods for data collection are designed around the four domains of the evaluation rubric. Methods include the use of Pivot Florida created forms for teacher self-assessment (Forms 1 and 3) and observation instruments (Forms 2A) with indicators of effective practices. Instruments include detailed connections between the indictors and the FEAPs. The design of and process for the use of these forms was informed by the research of both Charlotte Danielson and Robert Marzano.

Form 1: Teacher Pre-Observation Tool : Lesson Planning and Professionalism

Prior to a formal classroom observation the teacher completes the pre-observation lesson planning form by filling out the comments for domain one and four. The teacher sends the lesson planning form to the observer at least two days prim- to the observation. The observer reads the plan$_t$ provides feedback to the teacher and asks any clarifying questions as necessary, as well as any other questions that would provide helpful information prior to the observation**.**

Form 2: Observer Classroom Walk- Through Tool

Prior to the completion of a classroom walk-through, the observer selects a domain or domain category fix focus from domains one trough four. The walk-through observation is conducted using the appropriate domain category observation form. The observer will complete observation forms within two days of the walk-through. The completed p observation form will be available for review by the teacher within two days of the walk-through. It is the intent of the walk-through

observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation conferences will be scheduled when appropriate. Observers will complete a minimum of 4 walk-throughs per teacher during the first semester and a minimum of 2 walk-throughs per teacher during the second semester, for a total of at least 6 per teacher per year.

Form 2B: Observer Formal Observation Tool

During the pre-observation conference, teacher and observer discuss the upcoming lesson arid identify the focus of the observation by reviewing and discussing Form 1. Together, the teacher and the observer identify the lesson elements that will be of most importance for this observation. Additionally, both teacher and observer review the specific descriptors within Form 2 regarding teacher and student evidence in determining the focus of the observation. The observer will seek evidence to assess proficiency on the targeted lesson demerits. Observer may also observe other issues and address them in the post-observation conference. Observations are recorded using Form 2.

Form *3:* Teacher Post-Observation Self-*Assessment* Tool

The teacher conducts a post-observation sell-assessment of the targeted elements using Form 3 and shares it with the observer electronically prior to the post-observation conference. During the post-observation conference, the teacher and observer meet to discuss the lesson. The observer also shares the ratings based on the evidence-observed during the observation. The observer and teacher share insights into the events that occurred during the observation and work toward an agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

Annual Evaluation of First Year Teachers

The process for evaluating teachers in their first year of the teaching profession includes all the elements described in the previous section of this document and aligns with the statutory requirement of a minimum of two formal observations by a trained supervisor, as shown in Table 3. Ongoing feedback and support from the supervisor is provided through professional conversations, classroom walk-through observations, formal observations, and a final performance assessment. The observation tools and evaluation rubric used are not altered for beginning teachers; however, the instructional practice scoring is modified as shown in Table 2.

Beginning teachers are provided with additional support through the Accomplished Professional Practices. This program was designed to assist first year teachers and, upon supervisor request, newly hired teachers with previous teaching experience. Within the first month of employment, a peer teacher is assigned. Throughout the first year, a minimum of three formative observations are conducted by the peer teacher. Each of these observations includes pre and post-observation conferences between the teacher and the peer teacher. The peer teacher has regular meetings with the teacher and reviews student data gathered from formative arid summative assessments to assist the teacher in guiding instruction based on data analysis. At the end of the year, the supervisor either verifies that the teacher successfully completed the program or requests that additional assistance will continue to be provided in the following year.

Table 5.Summary of Additional Assistance Provided to First Year Teachers

Action	Timeframe
Peer teacher is assigned to teachers	August
Beginning teacher completes self- assessment to determine level with FEAPs	August
First formative observation is completed by peer teacher	September - October
Individual Professional Development Plan is completed with supervisor	November
Second formative observation is completed by peer teacher	December -January
Informative Observation completed by peer teacher	February—April
Program completion is verified or continuance is requested by supervisor	May

In determining the final performance rating, Pivot Florida has identified two levels of teachers: The Beginning Teacher with C-3 years of experience and the Experienced Teacher, with 4 or more years of experience. The transition between the two levels has been identified as a milestone career event.

The annual evaluation for teachers in the year prior to a milestone event will take all the elements of a regular annual evaluation and add an additional metric. This additional metric will apply to teachers in their third year

of the teaching profession and will take the form of peer review. The process arid the timeline for development and implementation of the additional metric is described below.

Peer reviewers will be selected horn a pre-qualified pool of mentor teachers. The peer review process will be implemented during the 2013-14 school year. Peer reviewers will receive the same evaluation training as new administrators. Peer reviewers will use the same observation tools and evaluation rubric as supervisors and the results of peer review will account for 25% of the instructional practice score, as shown in Table 2. The annual evaluation timeline for peer review is outlined in Table 6.

Table 6. Evaluation Timeline for Peer Review Metric

September	First planning conference with teacher
October- November	Complete initial formative observations Establish follow-up conference communications
January - February	Mid-Year review to determine progress on goals/expectations. Continue conference/communications feedback loop
March - April	Final performance evaluations are completed Follow-up conference/communications

Teaching Fields that Require Special Procedures or Criteria

Personnel Impacted	Fields identified
School Based Non-Classroom Instructional Personnel	**Teachers on Assignment** **Guidance Counselors** **Academic Area Coordinators** **Instructional Technology Specialists** **ESOL and ESE Resource Teachers**
Pivot Florida Based Non-Classroom Instructional Personnel	**Teachers on Assignment** **Curriculum Master Teachers** **Academic Area Coordinators**
Classroom Teachers	**Other fields where performance-based assessment would be more appropriate-**

Amending Final Performance Ratings

Pivot Florida will put procedures in place for amending evaluations based on receipt of additional assessment data within 90 days after the close of the school year. Pivot Florida will identify teachers impacted by the additional data and amend the student growth portion of the evaluation accordingly. Notification of the amendment will be provided to the impacted teachers and their supervisors. If the amendment changes the rating received, a meeting between the supervisor and teacher will be required. Pivot Florida will inform teachers of the possible implications of failing to meet the performance evaluation ratings and their continued employment status with Pivot Florida in the language of the teacher's contract between Pivot Florida and the teacher. In addition, if the employee is a classroom teacher, the parent of any student who is assigned to that teacher will be notified accordingly and pursuant to the requirements of law.

IMPLENTATION AND SYSTEM EVALUATION

Within the first sixty days of the teacher's contract year and prior to preps ring the formal written report of a required teacher evaluation, each teacher will be informed of the criteria and the procedures to be used in his or her formal observations and evaluation. Supervisors will be responsible for providing this information to each teacher in their school or department location.

Pivot Florida will ensure that the same core of effective practices is used by all who are conducting evaluations through:
(a) Pivot Florida-wide implementation of the evaluation system; (b) Pivot Florida-wide use of the forms and tools developed in alignment with the evaluation rubric and the Florida Educator Accomplished Practice; and (c) through the training and monitoring systems described below.

Initial Evaluator Training

Persons assigned to observe anchor evaluate instructional personnel will be required to complete a comprehensive training on the Pivot Florida Teacher Evaluation System prior to involvement in any formal observation or evaluation activities. New administrators and peer teachers are examples of persons typically involved in initial evaluator training. Participants in this training will become proficient in the Pivot Florida Teacher Evaluation System to include the use of all data collection forms, and observation and evaluation instruments described this document. Participants will be required to complete and receive a passing score on an assessment and their skills in using the system prior to being allowed to conduct formal observations and evaluations. This assessment is designed to ensure inter-rater reliability and consistency of evaluation/observation practices and procedures Pivot Florida-wide.

Ongoing Evaluator Training

All personnel required to observe and/or evaluate instructional personnel will be required to complete refresher training on the Pivot Florida Teacher Evaluation System on an annual basis. This refresher is designed to maintain inter-rater reliability and to keep staff updated regarding any changes or revisions to the system and/or evaluation/observation practices and procedures.

Annual System Review and Monitoring Evaluator Performance

Pivot Florida previously conducted an analysis of the correlation between the current evaluation instrument and student achievement and found that little to no correlation exists. The already developed process for analysis will be used to evaluate the effectiveness of the new Teacher Evaluation System in supporting improvements in 'instruction and student learning. The goal is to align student achievement results with the evaluation Instrument, making the evaluation instrument an accurate predictor of performance.

Following the completion of the annual evaluation (typically in May) for all instructional personae the outcomes will be analyzed by staff from Human Resources arid Accountability, Research and Continuous Improvement (May/June). This analysis will show evaluation and observation trends and may also be used to identify opportunities for improvement within the evaluation system or the procedures involved in its implementation, including revisions to the rubric and/or indicators. Special emphasis will be placed on Pivot Florida-wide consistency arid inter-rater reliability. Results from this analysis will be shared with the supervisors . These recommendations and revisions would be implemented for the following school year (August), thereby ensuring a cycle of continuous improvement . The annual review of evaluation results for consistency and inter-rater reliability will also be part of the process used to monitor evaluator performance. Pivot Florida will use the data to identify evaluators in need of further training and/or calibration. Additionally, Pivot Florida will review observation records to ensure that evaluators are using the system in the manner outlined in this document

System Integration

The Teacher Evaluation System allows administrators to evaluate observation and evaluation results on a school-wide or Pivot Florida-wide basis. This monitoring will allow for the identification of trends which will help drive decisions around professional development arid related training. Any areas of deficiency or in need of improvement identified in this manner would be targeted by a school in the School Improvement Plan. The school would then focus strategies for improvement to include Professional Development opportunities to meet these identified needs. Similarly, the Pivot Florida would identify Pivot Florida-wide trends for incorporation in the Pivot Florida Strategic Plan and would implement Pivot Florida-wide initiatives to meet these identified needs.

The process for this level of integration would involve school staff reviewing evaluation and observation results on an annual basis. This event would occur directly following the completion of the annual performance assessment for all staff. School-wide trends would be identified for

possible incorporation into the School Improvement Plan. The principal would share data collected from this process with the School Advisory Committee (SAC) and work with the SAC to incorporate goals and strategies to meet the areas identified by the claim analysis of the Teacher Evaluation System results. A similar process would also occur at the Pivot Florida level. The Board and the Pivot Florida Advisory Committee comprised of parents and community members would be involved in the decision-making process regarding how to incorporate the evaluation result into goals and strategies of the Strategic Plan.

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APPENDIX A: 2012-13 & 2013-14 Student Assessments

The list of student assessments for each subject and grade level for use in 2012-2013 and 2013-2014.

Student Assessments for Use in 2012-2013, 2013-2014

Middle School	
Teaching Assignment	**Assessment for Evaluation Purposes**
Math Courses (6-8.)	FCAT Math
Science Courses (8)	FCAT Science
Reading Courses (6-13)	FCAT Reading
High School	
Teaching Assignment	**Assessment for Evaluation Purposes**
Reading Courses (9-10)	FCAT Reading
Biology- ALL Courses	State EOC
Algebra- ALL Courses Geometry – ALL Courses	State EOC
Other (9-1.2) *Ina non-classroom instructional*	FCAT Reading based on Assigned Students OR Grade-Level OR School-
Pivot Florida Level Non-Classroom Instructional Personnel	
Instructional Personnel	School-Wide OR Pivot Florida-Wide FCAT Reading, Math, or Science Non-Classroom

APPENDIX B: CLASSROOM TEACHER EVALUATION RUBRIC

The evaluation rubric and scoring system used to define and assign an employee's final evaluation rating.

	Performance Rating			
	Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy	Lesson plans and practice display little knowledge of the state standards, content, or the instructional practices specific to that discipline. Lesson plans are incomplete Lesson plans are not evident on a consistent basis.	Lesson plans and practice reflect some knowledge of the state standards, content and instructional practices specific to that discipline Lesson plans are lacking basic elements, or are difficult for others to follow Lesson plans not evident on a consistent basis. No evidence of extension activities, methods, and higher level thinking skills.	Lesson plans and practice reflect solid knowledge of the state standards and the instructional practices specific to that discipline Lesson plans include all basic elements of lesson design including objectives. Some evidence of extension activities, methods, and higher level thinking skills.	Lesson plans and practice reflect detailed knowledge of state standards, content and instructional practices specific to that discipline. Lesson plans consistently include higher level thinking skills activities and application Research and new or innovative methods are consistently incorporated into lesson plans and instructional strategies.

1b. Designing Student Assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is not appropriate for most students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, lacks clear criteria, and is not appropriate for at least some students. Teacher utilizes assessment results to plan for future instruction for the class as a whole Assessments provide students with limited ways to demonstrate mastery.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher utilizes assessment results to plan for future instruction for groups of students. Assessments provide students with multiple ways to demonstrate mastery.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher utilizes results to plan for future instruction for individual students. Assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery.

Performance Rating				
	Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
1c. Setting Instructional Outcomes	The teacher develops general student achievement goals for the class or does not develop goals at all.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Outcomes reflect more than one activity, but there is no evidence of or attempt at coordination or integration. The teacher develops measurable student achievement goals for her or his class.	Instructional outcomes are stated as goals reflecting high-level learning and state standards, are suitable for most students in the class, represent different types of learning, and can be assessed. Outcomes reflect opportunities for extension and interdisciplinary application. The teacher develops measurable student achievement goals for the class that are aligned to content standards and are differentiated based on the needs of the class.	The teacher collaboratively develops and monitors ambitious and measurable achievement goals with individual students, as well as instructional outcomes for the class or course, that are aligned to the state standards.

1d. Demonstrating Knowledge of Resources and Technology	The teacher demonstrates little or no familiarity with resources and technology available to enhance own knowledge, use in teaching, or to provide for students who need them. The teacher does not seek such knowledge.	The teacher, at times, demonstrates some familiarity with resources and basic technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of and utilizes the basic or required resources and technology available through the school or district to enhance own knowledge, use in teaching, or to provide for students who need them. The teacher utilizes available support for required knowledge.	The teacher fully and consistently integrates resources and technology (as available) in and beyond the school, the district and the community to enhance own knowledge, to use in teaching, and to provide for students who need them.

Performance Rating				
	Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	The teacher's plan for learning experiences is poorly aligned with instructional outcomes and does not represent a coherent structure. Lessons are not differentiated. Teacher demonstrates little or no knowledge of	The teacher's plan for learning experiences demonstrates partial alignment with instructional outcomes. Lessons have a recognizable structure and reflect partial knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan.	The teacher's plan for learning experiences demonstrates knowledge of content, students, and resources to design lessons that are aligned to instructional outcomes. Lessons have a clear structure and reflect effective knowledge of grade level, school, or district strategies and resources found in the instructional standards	The teacher's plan for learning experiences demonstrates knowledge of content, students, and resources to design detailed lessons that are aligned to instructional outcomes Lessons have a clear structure, are reflective of detailed knowledge of grade level, school, or district strategies and resources found in the

	students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Lessons are infrequently differentiated. Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	and/or Academic Plan. Lessons are often differentiated and suitable for groups of students, and are likely to engage students in significant learning. Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	instructional standards and/or Academic Plan, and allow for different pathways according to student needs. Detailed interdisciplinary instruction is utilized, as appropriate, for the content, setting and level Lessons are consistently differentiated where appropriate, suitable for individual students, and likely to engage students in significant learning
	Performance Rating			
	**Unsatisfactory**	**Needs Improvement**	**Effective**	**Highly Effective** Teacher actively seeks knowledge of students' backgrounds, cultures,
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. Students themselves ensure high levels of civility among members of the class.
	insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.			

2b. Establishes a Culture for Learning	The teacher has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low. Student pride in work is not evident.	The teacher has partially established a positive culture for learning. Commitment to the subject matter is developing, and there are modest expectations for student achievement. Students show modest pride in their work.	The teacher has created a positive classroom culture for learning, characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject matter by both the teacher and students. Students demonstrate pride in their work.	The teacher has created a culture for learning characterized by high levels of student energy and the teacher's passion for the subject area. Everyone shares a belief in the importance of the subject and the belief that all students can succeed if they work hard. All students hold themselves to high standards of performance; for example, by initiating improvement to their work.

Performance Rating				
pivot CHARTER SCHOOL FLORIDA	**Unsatisfactory**	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 2: The Classroom Environment				
2c. Establishes and Manages Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which are only partially effective.	Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

2d. Stops Misconduct by Using Effective, Appropriate Techniques	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher does not address off-task, inappropriate, or challenging behavior efficiently, thereby creating significant negative impact on the learning of students in the class. The teacher does not reinforce positive behavior.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful. The teacher addresses some off task, inappropriate, or challenging behavior efficiently, thereby creating some negative impact on the learning of students in the class. The teacher reinforces positive behavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently, thereby creating little negative impact on the learning of students in the class. The teacher strategically reinforces positive behavior.	Standards of conduct are clear, with evidence of student participation in setting them. Expectations are developed and taught. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to individual student needs. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently, thereby creating no negative impact on the learning of students in the class. Students take an active role in monitoring the standards of behavior and there is significant evidence that students support the positive classroom culture.

2e. Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

Performance Rating				
pivot CHARTER SCHOOL FLORIDA	**Unsatisfactory**	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 3: Instruction *(Domain 3 ratings counted twice to account for weighting.)*				
3a. Communicating with Students	The teacher has an inadequate presence in the classroom. The teacher ineffectively develops students' understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective.	The teacher has a positive presence in the classroom. The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson and connecting the objective to prior knowledge.	The teacher has a positive presence in the classroom. The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, and explaining	The teacher has a positive presence in the classroom. The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the

			the importance of the objective.	importance of the objective, and referring to the objective at key points during the lesson.
3b. Using Questioning and Discussion Techniques	The teacher checks for understanding of content, but misses nearly all key moments. Checks do not provide an accurate pulse of the class' understanding. The teacher asks questions that are low- level or inappropriate, elicits limited student participation and recitation rather than discussion, and does not respond to students' correct answers by probing for higher-level understanding in an effective manner.	The teacher checks for understanding of content, but misses several key moments. Checks sometimes provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction, if necessary. The teacher asks few questions that elicit a thoughtful response, attempts to engage all students in the discussion but is only partially successful, and rarely responds to students' correct answers by	The teacher checks for understanding of content, but misses one or two key moments. Checks often provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction, if necessary. The teacher asks many questions that elicit a thoughtful response and allows sufficient time for students to answer, engages all students in the discussion, steps aside when appropriate, and sometimes responds to students' correct answers	The teacher checks for understanding of content at all key moments. Checks almost always provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction if necessary. The teacher regularly asks questions that reflect high expectations and are culturally and developmentally appropriate, allows sufficient time for students to answer, promotes critical and creative thinking, ensures that all

	The teacher does not use guided discussion techniques.	probing for higher level understanding in an effective manner. The teacher attempts to use guided discussion techniques with limited success.	by probing for higher level understanding in an effective manner. The teacher uses guided discussion techniques with success.	voices are heard, and frequently responds to students' correct answers by probing for higher level understanding in an effective manner The teacher frequently uses guided discussion techniques with success.

Performance Rating				
pivot CHARTER SCHOOL FLORIDA	**Unsatisfactory**	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 3: Instruction *(Domain 3 ratings counted twice to account for weighting.)*				
3c. Engaging Students in Learning	Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcome or not sensitive to the students' culture or level of understanding, resulting in little intellectual engagement. Lessons have no structure, are poorly paced, and have no academic focus. The teacher does not use technology (as available) in the teaching and learning processes. Teacher's knowledge of subject is very limited.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or are rarely sensitive to the students' culture or level of understanding, resulting in moderate intellectual engagement. Lessons have recognizable structure, but are not fully maintained, are poorly paced, and have limited academic focus. The teacher rarely uses technology (as available) in the teaching and learning processes. Teacher demonstrates partial knowledge of subject matter.	Activities and assignments, The teacher sometimes uses appropriate technology (as available) in the teaching and learning processes. materials, and groupings of students are fully appropriate for the instructional outcomes and are sometimes sensitive to the students' culture and level of understanding, resulting in intellectual engagement with most students engaged in work of a high level of rigor. Lessons have coherent structure, are appropriately paced, and have consistently apparent academic focus. Teacher demonstrates knowledge of subject matter.	Activities and assignments, materials, and groupings of students promote significant learning for the instructional outcomes and are frequently sensitive to the students' culture and level of understanding, resulting in high intellectual engagement with all students engaged in work of a high level of rigor. Lessons have coherent structure that is adapted as necessary to the needs of individuals, are appropriately paced to allow for student reflection and closure, and continuously maintain academic focus. The teacher frequently uses appropriate technology (as available) in the teaching and learning processes, and teaches

				students how to use technology to create projects. Teacher demonstrates a depth and breadth of subject matter.
3d. Using Assessment in Instruction	Formative assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Formative assessment is rarely used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven. Students are aware of only some of the assessment criteria used to evaluate their work.	Formative assessment is sometimes used in instruction, through self-assessment by students and monitoring of progress of learning by the teacher and/or students. Feedback to students is of high quality. Students are fully aware of the assessment criteria used to evaluate their work.	Formative assessment is frequently used in a sophisticated manner in instruction, through student involvement in establishing criteria, self-assessment by students, and monitoring of progress by both the teacher and students. Feedback to students is of high quality and from a variety of sources. Students are fully aware of the assessment criteria used to evaluate their work.

Performance Rating				
	Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 3: Instruction *(Domain 3 ratings counted twice to account for weighting.)*				
3e. Demonstrating Flexibility and Responsiveness	The delivery of instruction deviates from the instructional standards and/or Academic Plan The teacher does not adjust the lesson plan or instructional momentum to address student needs. The teacher does not re-teach or attempt to differentiate instruction to ensure or reinforce student learning.	The delivery of instruction is typically aligned to the instructional standards and/or Academic Plan. The teacher attempts to respond to student needs through modification of the lesson plan or instructional momentum, with moderate success. The teacher rarely attempts to differentiate instruction to ensure student learning.	The delivery of instruction is almost always aligned to the instructional standards and/or Academic Plan. The teacher successfully promotes the learning of most students through modification of the lesson plan and instructional momentum. The teacher uses a multitude of differentiated strategies to ensure student learning.	The delivery of instruction is always aligned to the instructional standards and/or Academic Plan The teacher successfully promotes the learning of all students through modification of the lesson plan and instructional momentum. The teacher uses a multitude of differentiated strategies to ensure student learning. The teacher considers student questions, needs, and interest when instructing. The teacher holds students accountable for personal learning through

				the use of data folders, goal statements, and/or reflection of individual learning. The teacher adjusts long term plans when needed.

	Performance Rating			
	Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 4: Professional Responsibilities				
4a. Showing Professionalism	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher fails to comply with school and district regulations and timelines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity, requires frequent support supervision, and resists feedback from colleagues and administration.	The teacher adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality, with some support supervision. The teacher complies only minimally with school and district regulations. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity, and requires some support supervision. The teacher responds appropriately to and acts upon feedback.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum supervision. The teacher models the values of respect, responsibility, honesty, and integrity, and performs with minimum supervision. The teacher responds appropriately to and acts upon feedback.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. The teacher positively influences members of school community to understand and adhere to these professional obligations. The teacher responds appropriately to and acts upon feedback.

4b. Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion. The teacher does not use student grades to monitor and analyze student progress.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective. The teacher tracks and monitors student progress.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. The teacher tracks, monitors, and analyzes student progress data to drive instructional planning.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Students contribute to the maintenance of these systems. The teacher tracks, monitors, and analyzes student progress data to drive instructional planning and uses results to differentiate instructional and curriculum design.

Performance Rating				
pivot CHARTER SCHOOL FLORIDA	**Unsatisfactory**	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 4: Professional Responsibilities				
4c. Communicating with Families	The teacher's communication with families about instructional programs or about individual students is sporadic and/or insensitive.	The teacher's communication with families meets minimum requirements for frequency, however; communication is not always appropriate The teacher makes modest attempts to engage families in the instructional program an appropriate manner. The teacher successfully engages families in the instructional program, as appropriate..	The teacher's communication with families is frequent and conveyed in	The teacher frequently communicates with all families using a variety of methods. Communication is sensitive to cultural traditions. Students participate in the communication. The teacher successfully engages families in the instructional programs, as appropriate.
4d. Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects, rarely collaborates with colleagues, and has negative or self-serving	The teacher becomes involved in the professional community and in school and/or district events and projects when specifically asked, makes some effort to collaborate with	The teacher participates actively in the professional community and in school and/or district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and	The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with/coaches others through difficult situations,

	relationships with colleagues.	colleagues, and has cordial relationships with colleagues.	productive relationships with colleagues.	and assumes a leadership role among the faculty.
4e. Growing and Developing Professionally	The teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contribution to the profession. The teacher accepts feedback from supervisors and colleagues with some reluctance.	The teacher seeks out opportunities for professional development based on an individual assessment of needs, and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

	Final Performance Rating Summary (Beginning Teacher)			
	Rating Count Summary ******Domain 3 ratings counted twice to account for weighting.*			
	Unsatisfactory(0)	**Needs Improvement(1)**	**Effective(2)**	**Highly Effective(3)**
Domain 1: Planning and Preparation				

Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Final Performance Rating Determinants			
Rating	**Supervisor Rating (X)** *(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)*	**Student Growth Rating (Y)**	**Final Performance Rating (X+Y)**
Highly effective (3)	At least 16 ratings at Level 3 No ratings at Level 1 or 0	Range TBD	6
Effective (2)	At least 20 ratings at Level 2 or 3 No ratings at Level 0	Range TBD	4-5
Developing (1)	No more than 2 ratings at Level 0	Range TBD	2-3
Unsatisfactory (0)	3 or more ratings at Level 0	Range TBD	0-1

Final Performance Calculation	
Supervising Rating Score	X
Student Growth Rating Score	Y
Final Performance Rating:	**(X+Y)**

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
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Signature of Supervisor:_____ Date_____

Signature of Education Coordinator_____ Date_____

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(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

	Final Performance Rating Summary (Beginning Teacher Year 3)							
	Rating Count Summary ***Domain 3 ratings counted twice to account for weighting.***							
	Unsatisfactory (0)		**Needs Improvement (1)**		**Effective (3)**		**Highly Effective (4)**	
	Supervisor	**Peer**	**Supervisor**	**Peer**	**Supervisor**	**Peer**	**Supervisor**	**Peer**
Domain 1: Planning and Preparation								
Domain 2: The Classroom Environment								
Domain 3: Instruction*								
Domain 4: Professional Responsibilities								
Total								

Final Performance Rating Determinants			
Rating	**Supervisor Rating (X)** *(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)*	**Student Growth Rating (Y)**	**Final Performance Rating (X+Y)**
Highly effective (3)	At least 32 ratings at Level 3 No ratings at Level 1 or 0	Range TBD	6
Effective (2)	At least 44 ratings at Level 2 or 3 No ratings at Level 0	Range TBD	4-5
Needs Improvement(1)	No more than 2 ratings at Level 0	Range TBD	2-3
Unsatisfactory (0)	3 or more ratings at Level 0	Range TBD	0-1

Final Performance Calculation	
Supervising Rating Score	X
Student Growth Rating Score	Y
Final Performance Rating:	**(X+Y)**

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Signature of Supervisor:_____ **Date**_____

Signature of Education Coordinator_____ **Date**_____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

	Final Performance Rating Summary (Experienced Teacher)			
	Rating Count Summary ******Domain 3 ratings counted twice to account for weighting.*			
	Unsatisfactory	**Needs Improvement**	**Effective**	**Highly Effective**
Domain 1: Planning and Preparation				
Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Final Performance Rating Determinants			
Rating	**Supervisor Rating (X)** *(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)*	**Student Growth Rating (Y)**	**Final Performance Rating (X+Y)**
Highly effective (3)	At least 19 ratings at Level 3 No ratings at Level 1 or 0	Range TBD	6
Effective (2)	At least 22 ratings at Level 2 or 3 No ratings at Level 0	Range TBD	4-5
Needs Improvement (1)	No more than 1 ratings at Level 0	Range TBD	2-3
Unsatisfactory (0)	2 or more ratings at Level 0	Range TBD	0-1

Final Performance Calculation

Supervising Rating Score	X
Student Growth Rating Score	Y
Final Performance Rating:	**(X+Y)**

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Signature of Supervisor:_____ Date_____

Signature of Education Coordinator_____ Date_____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

Appendix C: OBSERVATION TOOLS AND FORMS

Observer Classroom Walk-Through Tool (Form 2A)
Pivot Florida

Teacher:		Observer:		Date of Observation	

Instructions:
1. Prior to the completion of a walk-through the observer selects a domain or domain category for focus.
2. Walk-through observation is conducted using the appropriate domain category observation form.
3. Observer will complete observation forms within two days of the walk-through.
4. Observation form will be available for review by the teacher within two days of the walk-through.
5. It is the intent of the walk-through observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation
conferences will be scheduled when appropriate.

DOMAIN 1: Planning and Preparation	DOMAIN 4: Professional Responsibilities
□ 1a. Demonstrating Knowledge of Content and Pedagogy □ 1b. Designing Student Assessment □ 1c. Setting Instructional Outcomes □ 1d. Demonstrating Knowledge of Resources and Technology □ 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	□ 4a. Showing Professionalism □ 4b. Maintaining Accurate Records □ 4c. Communicating with Families □ 4d. Participating in a Professional Community □ 4e. Growing and Developing Professionally
DOMAIN 2: The Classroom Environment	**DOMAIN 3: Instruction**
□ 2a. Creating an Environment of Respect □ 2b. Establishes a Culture for Learning □ 2c. Establishes and Manages Classroom Procedures □ 2d. Stops Misconduct □ 2e. Organizes Physical Space	□ 3a. Communicating with Students □ 3b. Using Questioning and Discussion Techniques □ 3c. Engaging Students in Learning □ 3d. Using Assessment in Instruction □ 3e. Demonstrating Flexibility and Responsiveness

Strategies and Behaviors Rating Scale:
The generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the walk-through.

Observed (0)	Not Observed (N)	Focus Area (F)
Demonstrates use of accomplished and or exemplary strategies	The strategy or behavior was not observed	Strategy was called for but not observed or was used with parts missing or Incorrectly
Note: Look-fors in plain text are examples of Accomplished behaviors or strategies. Looks-for in bold, italicized text are examples of Exemplary behaviors or strategies.		

Observer Classroom Walk-Through Tool (Form 2A)
Pivot Florida

Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Pedagogy Foundational Principle 2				FEAP
Lesson Plans:	O	N	F	Comments
-				
-				
-				
-				
-				
1b. FEAP (a) 1.d;(a)4.b;(a)4.d.				
-	O	N	F	Comments
-				
-				
-				
-				
-				
-				
1c. FEAP(a)1.a.				
-	O	N	F	Comments
-				
-				
-				
1d. FEAP(a)2.g.;(a)2.1.				
-	O	N	F	Comments
-				
-				
-				
-				

1e. Designated Coherent Instruction FEAP(a)1.b;(a)1.c;(a)1.e;(a)1.f;(a)3.e;(a)3.h.				
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect (a) 2.d.; (a) 2.f.				FEAP
	O	N	F	Comments
	O	N	F	

2b. Establishes a Culture for Learning Foundational Principle 1				FEAP (a)2.c;(a)2.f;
The teacher:	O	N	F	Comments
-				
-				
The	O	N	F	
-				
-				
2c. FEAP (a)2.a				Es
-	O	N	F	Comments
-				
-				
-				
-				
-				
-				
2d. FEAP(a)2.b.				Est.
-	O	N	F	Comments
-				
-				
-				
2e. FEAP(a)2.a;(a)2.h.				On
-	O	N	F	Comments
-				
-				
-				
-				

Observer Formal Observation Tool (Form 2B)

Teacher:		Observer:		Date of Observation	

Instructions:

During the pre-observation conference, teacher and observer discuss the upcoming lesson and identify the focus of the observation by reviewing and discussing Form 1. Together, the teacher and the observer identify the lesson elements that will be of most importance for this observation.

1. Additionally, both teacher and observer review the specific descriptors regarding teacher and student evidence in determining
2. may also observe other issues and address them in the post-observation conference. Observations are recorded using Form 2B.
3. Teacher conducts a post-observation self-assessment of the elements that were targeted using Form 3 and shares it with the observer electronically prior to the post-observation conference.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the
5. ratings based on the evidence observed during the observation. Observer and teacher share insights into the events
6. that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed.
7. Specific sections of the observation instrument may be discussed.
8. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

DOMAIN 1: Planning and Preparation	DOMAIN 4: Professional Responsibilities
□ 1a. Demonstrating Knowledge of Content and Pedagogy □ 1b. Designing Student Assessment □ 1c. Setting Instructional Outcomes □ 1d. Demonstrating Knowledge of Resources and Technology □ 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	□ 4a. Showing Professionalism □ 4b. Maintaining Accurate Records □ 4c. Communicating with Families □ 4d. Participating in a Professional Community □ 4e. Growing and Developing Professionally
DOMAIN 2: The Classroom Environment	DOMAIN 3: Instruction
□ 2a. Creating an Environment of Respect □ 2b. Establishes a Culture for Learning □ 2c. Establishes and Manages Classroom Procedures □ 2d. Stops Misconduct □ 2e. Organizes Physical Space	□ 3a. Communicating with Students □ 3b. Using Questioning and Discussion Techniques □ 3c. Engaging Students in Learning □ 3d. Using Assessment in Instruction □ 3e. Demonstrating Flexibility and Responsiveness

Strategies and Behaviors Rating Scale:
The generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the walk-through.

Observed (0)	Not Observed (N)	Focus Area (F)
Demonstrates use of accomplished and or exemplary strategies	The strategy or behavior was not observed	Strategy was called for but not observed or was used with parts missing or Incorrectly
Note: Look-fors in plain text are examples of Accomplished behaviors or strategies. Looks-for		

2012-2013

Submitted for Review and Approval
Florida Department of Education
2012-2013

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About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?
To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- **Feedback** from the evaluator and others on what needs improvement.
- **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

What is Evaluated?
Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:

1. Student Growth Measures: At least 50% of a school leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional Metric – Deliberate Practice. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.

- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.

- Those who are both evaluated by this system and evaluate other with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework

2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
    a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
    b. The Rubrics – how to distinguish proficient levels.
    c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system
    a. Evidence gathering: What sources are to be used?
    b. Timeframes, record keeping
    c. Scoring rules

6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.

8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders*: *Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD

Conference/Proficiency Status Short Form

Florida School Leader Assessment (FSLA)
Conference Summary/Proficiency Status Update - Short Form

Leader:
Supervisor:
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:_____

Domain 1: Student Achievement **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory** **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*				
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.	**( ) Highly Effective**	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 1.1 – Academic Standards	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.2 – Performance Data	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.4 - Student Achievement Results	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.	**( ) Highly Effective**	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 2.1 - Learning Organization	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.2 - School Climate	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.3 - High Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.4 - Student Performance Focus	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 2: Instructional Leadership **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory** **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*				
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.	**( ) Highly Effective**	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 3.1 - FEAPs	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.2- Standards based Instruction	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.4 - Curriculum Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.5 - Quality Assessments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.	**( ) Highly Effective**	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 4.1 - Recruitment and Retention	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.2- Feedback Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.3 - High effect size strategies	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Indicator 4.4 - Instructional Initiatives	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.7 - Actual Improvement	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**	
Indicator 5.1 - Student Centered	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.2 - Success Oriented	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.3- Diversity	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 3 - Organizational Leadership

( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
	( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 6.1- Prioritization Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.2- Problem Solving.	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.3 - Quality Control	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.4 - Distributive Leadership	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.5 - Technology Integration	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.2 - Delegation	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.3 - Succession Planning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.4 - Relationships	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**	
Indicator 8.1 - Organizational Skills	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
	( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 9.1-– Constructive Conversations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.3 - Accessibility	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.4 - Recognitions	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 4 - Professional and Ethical Behaviors **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory** **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*				
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.				
	( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 10.1 – Resiliency	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.2 - Professional Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.3 - Commitment	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.4 – Professional Conduct	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP)
Proficiency Area(s) and Target(s) for School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.

- The target of a deliberate practice process describe an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- Deliberate practices ratings are based on comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:
Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
Growth target 3-4: Optional: additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme

- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Sample:
Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.
Scales:
Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.
Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher's learning goals.
Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader's Name and Position:_____

Evaluators Name and Position:

_____

Target for school year: 2012-13 Date Growth Targets Approved:

_____

School Leader's Signature: _____Evaluator's Signature_____

Deliberate Practice Growth Target #: ___ (Insert target identification number here, the check one category below)

( ) District Growth Target ( ) School Growth Target ( ) Leader's Growth target

Focus issue(s): Why is the target worth pursuing?
Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*
Anticipated Gain(s): What do you hope to learn?
• •
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1. 2. 3
Notes:

FSLA Proficiency Areas with Indicators

Florida School Leader Assessment

A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A summative performance level is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- **Florida School Leader Assessment (FSLA)**
- **Deliberate Practice Score**

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 - Learning Organization: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - School Climate: The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - High Expectations: The leader generates high expectations for learning growth by all students.
Indicator 2.4 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to

guide faculty and staff's implementation of the foundational principles and practices.
Indicator 3.2 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Indicator 4.1 - Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 -Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
Indicator 5.1 – Student-Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 – Success-Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and

developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 - Operational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
Indicator 6.1- Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 – Problem-Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 6.3 - Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
Indicator 6.4 - Distributive Leadership: The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.
Indicator 7.1 - Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - Succession Planning: The leader plans for and implements succession management in key positions.
Indicator 7.4 - Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
Indicator 8.1 - Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the

community.
Indicator 9.1 - Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

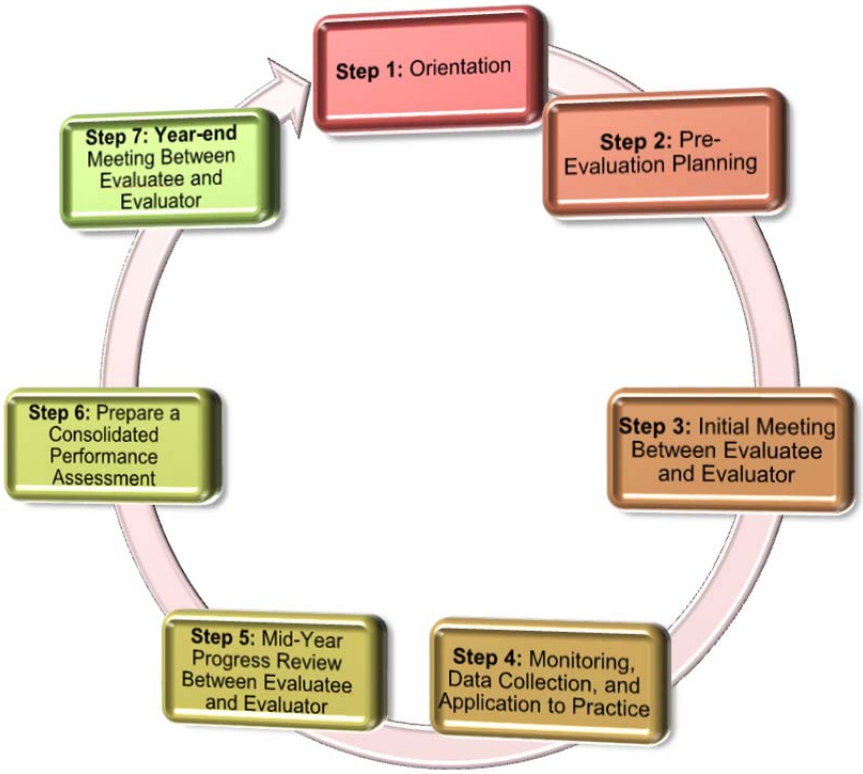
Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

The Florida School Leader Assessment

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While

a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
    - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.
    - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.

    - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

Directions for use of this Guide

MAKING NO CHANGES!

This guide may be used "as is" if using the state model FSLA and Deliberate Practice metric.

ALL DISTRICTS WILL NEED TO ADD DISTRICT DECISIONS ON CUT SCORES FOR SCHOOL LEADERS IN SECTION FOUR OF THE SCORING GUIDE

MAKING CHANGES IN SCORING, FSLA OR DELIBERATE PRACTICE?

1. Districts may modify the scoring process described in this guide or use a district developed scoring process (which will be described and included in documentation submitted with Review and Approval Checklist)

2. If any aspects of the FSLA or Deliberate Practice metrics are modified by the district, the district should review scoring processes to determine if any of the scoring processes need adjustment based on district changes to the metrics. Submit a scoring process that works with your modified metrics.

3. If a district employs a phase-in option on the FSLA and/or Deliberate Practice metric, the district will need to amend the scoring process to reflect the phase-in decisions.

Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the FSLA, the Florida state model for principal evaluation, the summative annual performance level is based on two factors:

- Student Growth Measures Score (SGM): The performance of students under the leader's supervision represents 50% of the annual performance level. The specific growth measures used and "cut points" applied must conform to Florida Statutes and State Board rules.
- Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:
    - The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA contributes 80% of the Leadership Practice Score.
    - Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

Summary of Scoring Processes

1. Score Indicators	Based on rubrics in the "long forms"
2. Score Proficiency Areas	Based on tables in this guide
3. Score Domains	Based on tables in this guide
4. Score FSLA	Based on formula in this guide
5. Score Deliberate Practice Metric	Based on directions in this guide
6. Calculate Leadership Practice Score	Combine FSLA and Deliberate Practice Scores Based on formula in this guide
7. Calculate Student Growth Measure Score	Use district cut points for SGM
8. Assign Proficiency Level rating label	Combine Leadership and SGM scores

What this FSLA Scoring Guide Covers:

Section One: How to "score" the FSLA

Section Two: How to "score" Deliberate Practice

Section Three: Leadership Practice Score

Section Four: Annual Performance Rating

Section One: How to Score the FSLA

District Options: The scoring process for the FSLA is one of a number of alternative scoring methods. Districts using the FSLA may use this scoring process or design a district system for scoring the FSLA. Use of the FSLA and use of the FSLA Scoring system are separate decisions. If using the FSLA scoring process, reference this scoring guide in element II-D in the "Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems" when submitting for review and approval. If your scoring model is adapted or is a district-developed scoring process, include your document(s) that describe your scoring process when you submit for review.

About the FSLA Scoring Process

The state scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
    - Highly Effective (HE)
    - Effective (E)
    - Needs Improvement (NI)
    - Unsatisfactory (U)

- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership: The weights are:
    - Domain 1: Student Achievement: 20%
    - Domain 2: Instructional Leadership: 40%
    - Domain 3: Organizational Leadership: 20%
    - Domain 4: Professional and Ethical Behavior: 20%

- Embedded Weighting: The use of Domain scores to generate an FSLA score results in embedded weighting as the Domains have different numbers of indicators. For example: Domain 1 has eight indicators, Domain 3 has 16 indicators and Domain 4 has four indicators, but each Domain contributes 20% to the FLSA score. The result of this is:
    - Domain 2 indicators have the most impact on the FSLA results due to direct weighing. There are 17 indicators, but the Domain is weighted at 40%, thus magnifying the impact of that domain on the final rating.
    - Domain 4 has the next highest level of impact due to embedded weighting. There are only four indicators in this Domain, but the Domain contributes 20% of the FSLA score.
    - Domain 1 has more impact than Domain 3 since Domain 1 has eight indicators and Domain 3 has 16 indicators, but each Domain contributes 20% of the FSLA score.

- Proficiency on Indicators leads to an FSLA Score.
    - Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
    - Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
    - Ratings on Domains are combined (using tables in this scoring guide) to generate a FLSA Score.

How to determine an FSLA Score.

Generating a score for the FSLA has four steps:

Step One: Rate each Indicator.

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the "long forms" – the Data Collection and Feedback Protocols" posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.

Indicator ratings:

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are "word-picture" descriptions of leadership behaviors in each of the four levels of leadership behavior—"Highly Effective", "Effective", "Needs Improvement", and "Unsatisfactory." The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the "word-picture" descriptors are appropriate and representative descriptions of what was observed about the leader's performance.

The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory " and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The "Needs Improvement" level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the "Unsatisfactory" level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step Two: Rate each Proficiency Area.

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, use the appropriate table.

Table 1

For Proficiency Areas 1,2,5,7,9 and 10 with **four Indicators**, each Proficiency Area is rated:		
Highly Effective (HE) if: three or more indicators are HE and none are less than E.		
Examples: HE+HE+HE+HE= HE	HE+HE+HE+E=HE	
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.		
Examples: E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.		
Examples: E+E+NI+NI=NI	HE+HE+NI+NI =NI	HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.		
Examples: HE+U+U+HE=U	E+NI+U+U=U	E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

For proficiency Area 3 with **six Indicators**, each Proficiency Area is rated:				
Highly Effective (HE) if: four or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE+HE+HE+HE=HE	HE+HE+HE+HE+E+E=HE		
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.				
Examples:	HE+HE+E+E+E+E=E	E+E+E+E+NI+NI=E		
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.				
Examples:	HE+HE+NI+NI+NI+NI=NI	NI+NI+NI+NI+U+U=NI	E+E+E+NI+NI+NI=NI	HE+HE+E+E+E+U=NI
Unsatisfactory (U) if: three or more are U.				
Examples:	HE+HE+HE+U+U+U=U	NI+NI+NI+U+U+U=U (*)		

Table 3

For Proficiency Area 4 with **seven Indicators**, each Proficiency Area is rated:				
Highly Effective (HE) if: five or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE+HE+HE+E+E=HE			
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.				
Examples:	HE+HE+E+E+E+NI+NI=E	E+E+E+E+E+NI+NI=E		
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.				
Examples:	E+E+E+E+NI+NI+NI=NI	HE+HE+E+E+E+U+U=NI	HE+HE+HE+HE+HE+HE+U=NI	
Unsatisfactory (U) if: three or more are U.				
Examples:	HE+HE+HE+HE+U+U+U=U	NI+NI+NI+NI+U+U+U=U (*)		

(*) scoring tables updated 8/27/12

Table 4

For Proficiency Area 6 with **five Indicators**, each Proficiency Area is rated:				
Highly Effective (HE) if: four or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE+HE+HE=HE	HE+HE+HE+HE+E=HE		
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.				
Examples:	E+E+E+E+E=E	HE+HE+E+E+E=E	HE+E+E+E+NI=E	E+E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.				
Examples:	HE+HE+NI+NI+NI=NI	E+E+NI+NI+U=NI	NI+NI+NI+NI+U=NI	
Unsatisfactory (U) if: two or more are U.				
Examples:	HE+HE+HE+U+U=U	NI+NI+NI+U+U=U		

Table 5

For Proficiency Area 8 with **three Indicators**, each Proficiency Area is rated:				
Highly Effective (HE) if: two or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE=HE	HE+HE+E=HE		
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.				
Examples:	E+E+E=E	E+E+HE=E	E+HE+NI=E	HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.				
Examples:	NI+NI+NI=NI	NI+NI+U=NI	HE+E+U=NI	HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.				
Examples:	HE+U+U=U	NI+U+U=U		

When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.

Step Three: Rate Each Domain.

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

Domain Rating	**Domain I: Student Achievement** (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	• One Proficiency Area rated HE and one Effective, or • Both rated Effective
Needs Improvement if:	• One Proficiency Area rated HE or E and one rated NI or U • Both Proficiency Areas rated NI
Unsatisfactory if:	• One Proficiency Area rated NI and the other is rated U • Both are rated U

Table 7

Domain Rating	**Domain 2: Instructional Leadership** (Three Proficiency Areas)
Highly Effective if:	• All three Proficiency Areas are HE • Two Proficiency Areas rated HE and one E
Effective if:	• Two Proficiency Area rated E and one Effective or NI • All three Proficiency Areas rated E
Needs Improvement if:	• Any two Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE
Unsatisfactory if:	• Two or more Proficiency Areas rated U

Table 8

Domain Rating	**Domain 3: Organizational Leadership** (Four Proficiency Areas)
Highly Effective if:	• All four Proficiency Areas are HE • Three Proficiency Areas rated HE and one E
Effective if:	• Two Proficiency Areas rated E and two rated HE • All four Proficiency Areas rated E • Three Proficiency Areas rated E and one rated either NI or HE
Needs Improvement if:	• Two Proficiency Areas rated E and two rated NI • Any three Proficiency Areas rated NI • One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE
Unsatisfactory if:	• Two or more Proficiency Areas rated U

Table 9

Domain Rating	**Domain 4: Professional Behaviors** (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score.

Step 4: Calculate the FSLA Score.

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example

Table 12

Domain	Rating	Points	Weight	Domain Weighed Score
Domain I: Student Achievement	HE	3	.20	.6
Domain 2:Instructional Leadership	E	2	.40	.8
Domain 3:Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100 point scale. This process results in a FSLA Score range of 0 to 300 Points.

This table illustrates the conversion of a Domain Weighted value to a 100 point scale.

Example

Table 13

Domain	Rating	Points	Weight	Weighed value	Convert to 100 point scale	Domain Score
Domain I Student Achievement	HE	3	.20	.6	x 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4 Professional and Ethical Behavior	NI	1	20	.2	x 100	20
FSLA Score						220

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Three provides scoring processes for Deliberate Practice.
The FSLA score will be 80% of the Leadership Score.
The Deliberate Practice Score will be 20% of the Leadership Practice.

(Note: If there is no Deliberate Practice or other additional metric at this time, then the FSLA score is the Leadership Practice Score.)

Section Two: How to Score Deliberate Practice

NOTE: This section applies IF the district is using the state model deliberate practice metric. If deliberate practice is not in use at this time, skip to Section Three.

Deliberate Practice Score

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples

If Three Growth Targets:

Table 18

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

*** Points available vary based on total number of growth targets. Use Table 17 to select point values.**

Deliberate Practice rating

Table 19

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Summary

80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score.

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

Section Three How to Calculate a Leadership Practice Score

A. FLSA SCORE:

_____ x .80 = _____

B. Deliberate Practice Score:

_____ x .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice Score

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Example:

FLSA score of 220 x. 80 = 176
DP score of 230 x .20 = 46
Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
240 to 300	Highly Effective
151 to 239	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Section Four How to Calculate an Annual Performance Level

1: Enter Cut scores for Student Growth Measures using a 300 point scale:

Above XXX = Highly effective
XXX to XXX = Effective
XXX to XXX = Needs Improvement
Below XXX = Unsatisfactory

Step 2: Enter Leadership Practice Score: _____

Step 3: Add SGM score and Leadership Practice Score

Example: SGM score of 212 + Leadership Practice score of 222 = 432 performance score

Performance score of 432 = rating of effective

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Step 4: Enter rating on Evaluation form

Florida School Leader Assessment
Data Collection and Feedback Protocol Forms for Domains 1, 2, 3 and 4

These forms provide guidance to school leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- **The text of all Proficiency Areas and FSLA indicators**
- **Rubrics to distinguish among proficiency levels**
  - **A generic rubric that applies to each indicator and**
  - **An indicator specific rubric that applies to the individual indicator**
- **Narratives to assist in understanding the focus and priorities embedded in the FSLA**
- **Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed "on the job".**
- **Reflection questions to guide personal growth**

Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State Standards).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master. Note: Every credit course has specific academic standards assigned to it. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work. The leader can articulate which Common Core Standards are designated for implementation in multiple courses.	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation.		• Lesson plans identify connections of activities to standards. • Teacher leaders' meeting records verify recurring review of progress on state standards.	

• Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. • Other leadership evidence of proficiency on this indicator.	• Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. • Teachers routinely access course descriptions to maintain alignment of instruction with standards. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 1.1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator.	• Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Clearly stated goals are accessible to faculty and students. • Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. • Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. • Leader's presentations to parents focus on the school goals for student achievement. • Other leadership evidence of proficiency on this indicator.	• Faculty members are able to describe their participation in planning and goal setting processes. • Goals relevant to students and teachers' actions are evident and accessible. • Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. • Teachers and students track their progress toward accomplishment of the stated goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. Results on accomplished goals are used to maintain gains and stimulate future goal setting. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Accumulation and exhibition of student improvement results are inconsistent or untimely. Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.	Evidence of student improvement is not routinely gathered and used to promote further growth. Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader generates data that describes what improvements have occurred. • Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator.	• Teachers routinely inform students and parents on student progress on instructional goals. • Posters and other informational signage informing of student improvements are distributed in the school and community. • Team and department meetings' minutes reflect attention to evidence of student improvements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.	The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school.	The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Principal's support for team learning processes focused on student learning is evident throughout the school year. • Principal's team learning processes are focused on student learning. • Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. • School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. • The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. • Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students. • Other leadership evidence of proficiency on this indicator.	• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. • Professional learning actions by faculty address performance gaps among student subgroups within the school. • Performance gaps among student subgroups within the school show improvement trends. • Faculty, department, team, and cross-curricular meetings focus on student learning. • Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. • Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. • There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. • Teacher or student questionnaire results address learning organization's essential elements. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 2.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?	Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate.		• Classroom rules and posted procedures stress positive expectations and not just "do nots." • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic	

• Other leadership evidence of proficiency on this indicator.	supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 2.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school? How could you share with your colleagues across the district the successes (or failures) of your efforts?	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. "Every child can learn" takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools. The leader creates systems and approaches to monitor the level of academic expectations. The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student. The leader ensures that students are consistently learning, respectful, and on task. The leader sets clear expectations for student academics and establishing consistent practices across classrooms. The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations. The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.	The leader does not create or support high academic expectations by accepting poor academic performance. The leader fails to set high expectations or sets unrealistic or unattainable goals. Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed. • Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar." • Other leadership evidence of proficiency on this indicator.		• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader's support for setting high academic expectations. • Students can attest to the teacher's high academic expectations. • Parents can attest to the teacher's high academic expectations. • Other impact evidence of proficiency on this indicator.	
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory			

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.3

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator.	• Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Proficiency Area 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.
Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at http://www.floridaschoolleaders.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs. The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language. Teacher-leaders at the school use the FEAPs and common language.	The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs. Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation. The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language. The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's	The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs. The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language. There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.	There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations. The leader does not give evidence of being conversant with the FEAPs or the common language. The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.

	evaluation indicators, and contemporary research on effective instructional practice.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. • School improvement documents reflect concepts from the FEAPs and common language. • The leader can articulate the instructional practices set forth in the FEAPs. • Faculty meetings focus on issues related to the FEAPs. • The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. • The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. • Other leadership evidence of proficiency on this indicator.		• Teachers are conversant with the content of the FEAPs. • Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs. • Teachers use the common language and attribute their use to the leader providing access to the online resources. • School level support programs for new hires include training on the FEAPs. • FEAPs brochures and excerpts from the common language are readily accessible to faculty. • Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. • Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. • Other impact evidence of proficiency on this indicator.	
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:			

Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida's plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader's proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state's academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the "right stuff" (the state standards adapted based on data about student needs).
Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses. Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate. The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. • School Improvement Plan goals and actions are linked to targeted academic standards. • The leader's presentations to faculty on proficiency expectations		• Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty has and makes use of the list of standards associated with their course(s). • Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students.	

include illustrations of what "rigor" and "culturally relevant" mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant? What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?	In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards? How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the diversity of students and staff? How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards?	Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction? Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards?

Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: "Learning goals" is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates "scales" or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader's proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.	Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged. The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort. Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards. Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.	Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are not systematically provided across the curriculum to guide student learning, or learning goals, where provided, are not aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course). There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and		• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students.	

be able to do. • The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. • The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. • Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Leader's communications to students provide evidence of support of students making progress on learning goals. • Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. • Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. • Other leadership evidence of proficiency on this indicator.	• Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. • Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. • Teacher documents prepared for parent information make clear the targeted learning goals for the students. • Students are able to express their learning goals during walkthroughs or classroom observations. • Students are able to explain the relationship between current activities and assignments and priory learning goals. • Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression • Methods of both teachers and students tracking student progress toward learning goals are evident. • Celebrations of student success include reflections by teachers and students on the reasons for the success • Teachers can identify the learning goals that result in the high levels of student learning. • Other impact evidence of proficiency on this indicator
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.
Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement. Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards. Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards. Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement. Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. • School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments. • Course descriptions play a larger role in focusing course content than do test item specification documents. • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. • Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content	• Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. • Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. • Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. • Documents can be presented that inform of the alignment between curriculum resources and standards for the course. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that

standards at various levels of implementation. • NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator.	the school is focused on standards-based instruction rather than covering topics or chapters. • Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs "assessment literacy" to address these questions. Where indicator 1.2 addresses the leader's proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement. Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.	The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis. The leader routinely shares knowledge with staff to increase students' achievement. Formative assessment practices are employed routinely as part of the instructional program. The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.	The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis. The leader inconsistently shares knowledge with staff to increase student achievement. There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership. There is rudimentary use of assessment data from state, district, school, and classroom.	The leader has little knowledge and/or skills of assessment literacy and data analysis. There is little or no evidence of interaction with staff concerning assessments. The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership. Student achievement remains unchanged or declines. The leader does not use assessment data from state, district, school, and classroom.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers' assessments are focused on student progress on the standards of the course. • Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement? In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?	How are you expanding your knowledge and/or skills of assessment literacy and data analysis? What strategies have you considered that would increase your interaction with staff concerning assessments? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?

Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader's monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district's teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.
Note: Indicator 3.1 is focused on the leader's grasp of the FEAPs whereas this indicator focuses on monitoring the faculties' grasp of the FEAPs. Indicator 4.2 is focused on the leader's use of monitoring data to provide timely feedback.

Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader's monitoring practices are consistently implemented in a supportive and constructive manner.	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal's resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator.	• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:			

Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency? How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from "what is the current reality" of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader's actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized. A hiring process is clearly communicated including how staff is involved.	The leader relies on the district office to post notices of vacancies and identify potential applicants. Efforts to identify replacements tend to be slow and come after other schools have made selections. Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success. No coherent plan or process is employed to encourage quality staff to remain on the faculty.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies. • Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in teacher applicants. • Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. • The leader has an established record of retaining effective and highly effective teachers on the staff.		• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. • Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. • Teacher leaders are involved in monitoring staffing needs and providing input to the leader. • Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school. • Teacher leaders (e.g. department heads, team leaders) can	

• The leader has a systematic process for selecting new hires and reviews that process for its impact on faculty effectiveness. • Programs for new and transfer teachers that promote adjustment to the school culture and instructional responsibilities is provided. • Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district. • Other leadership evidence of proficiency on this indicator.	describe the instructional capacities needed in finding candidates to fill vacancies on the faculty. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other that the districts personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback Is not timely or not focused on priority improvement needs. The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. • Samples of written feedback provided teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on	• Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback.

instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator.	• Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

Narrative: Teaching is a complex process. The "right thing to do" varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader's proficiency in focusing faculty attention on improvement of those "high effect size" strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.
Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies. The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.	In addition to the formal feedback consistent with the district evaluation system indictors, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies. Corrective and positive feedback on high effect size strategies is linked to organizational goals. Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.	The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies. The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers' expertise.	The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty. Feedback on high effect size strategies is rare, nonspecific, and not constructive.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Professional learning supports on the high effective size strategies are readily available to faculty. • Samples of written feedback provided teachers high effect size instructional strategies. • Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies. • School improvement plan includes actions to improve proficiency in high effect size strategies. • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances.	• Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. • Teachers report recognition as team members and as individuals for quality work on high effect strategies. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. • High effect size strategies provided through various state and

• Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. • The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. • Other leadership evidence of proficiency on this indicator.	district initiatives are employed by teachers to whom the initiatives apply. • Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. • Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. • Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 4.3

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 4.4 - <u>Instructional Initiatives</u>: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.
Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to be implemented at the school.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The initiatives being pursued are explicitly identified and access to supporting resources is provided. • Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the leader monitors regularly to sustain implementation. • The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective sue of such strategies (e.g. ESOL strategies) • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator.	• Classroom teachers describe how they implement the various initiatives. • Video exemplars that support implementing the initiatives are routinely used by faculty. • Online resources and technology supports that deepened understanding of the initiatives are used by faculty. • State or district web-based resources aligned with the initiatives are regularly accessed by faculty, • Teachers have participated in professional development associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning).Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies. The leader is personally involved in the learning activities of the faculty in way s that both show support and deepen understanding of what to monitor. The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs. The leader removes barriers to time for professional learning and provides needed resources as a priority. Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies. Time for professional learning is provided but is not a consistent priority. Minimal effort expended to assess the impact of professional learning on instructional proficiency. Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.	Focused professional development on priority learning needs is not operational. Few faculty members have opportunities to engage in collegial professional development processes on the campus. Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning.	• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily

• Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator.	accessible for faculty. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**
- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**
- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**
- **and using instructional technology as a learning tool for students and faculty.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader has demonstrated a record of differentiated professional learning for faculty based on student needs. The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff. The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.	Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.	The leader attempts to implement all of the priority instructional needs without a plan for doing so. The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.	Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Documentation that professional learning is determined on the basis of student achievement and teacher competency data. • Evidence that professional learning includes culturally relevant instructional practices. • Faculty meetings focus on professional learning related to the schools instructional priorities. • The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning. • Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.		• Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. • Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning. • Teachers can articulate a process that helps them develop individualized learning plans. • Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan. • Teachers can identify their learning needs as they relate to student learning needs.	

• Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities. • Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction. • The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning. • Other leadership evidence of proficiency on this indicator.	• Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives. • Faculty can provide evidence of culturally relevant and differentiated instruction. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines. Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.	The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership. There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement. • The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time. • Other leadership evidence of proficiency on this indicator.	• The percentage of teachers rated highly effective increases. • The percentage of teachers rated effective increases. • The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases. • The percentage of teachers ranking at or above the district average on student growth measures increases. • The percentage of teachers with highly effective rating on high effect size instructional strategies increases. • Lesson studies produce revised lessons with improved student outcomes. • Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness. • State and district tests show improved student performance. • VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How well aligned are your assessments of instructional practice with the results of student growth measures? In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?	How would you describe your efforts to improve instruction? In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?	How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways? What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?	How are you making a difference in the quality of teaching in your school? What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?

Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • The leader's documents reveal a pattern of examining student opportunities for achieving success • Leader has procedures for students to express needs and concerns direct to the leader. • The leader provides programs and supports for student not making adequate progress. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator.		• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Counseling services and safe school programs (e.g. anti-bullying") are implemented. • Tutorial processes are provided and easily accessible by students. • Teachers receive training on adapting instruction to student needs. • Extended day or weekend programs focused on student academic needs are operational and monitored • Parent questionnaire results reflect satisfaction with schools	

	attention to student needs and interests. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction). Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.	Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students. Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. MTSS operational in some classes.	No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges) • Leader solicits student input on processes that support or	• Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Faculty and student describe the leader as one who is genuinely committed to student success in school and life. • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.

hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. • Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. • Other leadership evidence of proficiency on this indicator.	• Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports? How do you share effective continuous progress practices with oth4r school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers? What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Narrative: "Diversity practices" refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.	The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students. The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.	The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.	The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate. Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. • Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups. The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps. The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader uses statistical analyses identifying academic needs of sub-group members. • Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community	• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • English language learners, and students with disabilities • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement.

resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator.	• Lesson study groups focused on improving lessons to impact achievement gap. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning. The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission. Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.	The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development. The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.	The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning. The leader produces limited evidence that the school's vision and mission impacts decision making.	The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions. The leader produces little to no evidence of making decisions that are linked to the school's vision and mission. Decisions adverse to student growth and/or faculty development are made.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. • Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. • Documents showing the development and modification of teacher and student schedules are based on data about student needs. • Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues.		• Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. • Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. • Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. • Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. • Principal's secretary prioritizes mail based on relation to student	

• Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. • Other leadership evidence of proficiency on this indicator.	learning and faculty growth. • Office staff handles routine events to protect leader's time for instructional and faculty development issues. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system? How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans? How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert? Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?	How should your awareness of learning, teaching, and student development inform decisions? How might you better align your decisions with the vision and mission of your school?

Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors. The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution. The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.	The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed. The leader identifies multiple approaches for solving a problem. The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem. Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact. The solution is implemented and the results reviewed with some consideration for further work.	The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality. Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors. The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.	The leader demonstrates a limited ability to identify a problem statement or related contextual factors. Solutions are vague or only indirectly address the problem statement. Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator.	• Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and reevaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator.	• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff' and distribute decision making among other appropriate staff is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership. The leader encourages staff members to accept leadership responsibilities outside of the school building. The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles. The leader supports the decisions made as part of the collective decision-making process. Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.	Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues. Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.	There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions. The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. • School improvement plan process reflects involvement by a variety of parties. • Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications. • Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. • Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. • Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. • Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general "pro-technology" standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader's use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process. The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.	Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.	Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration. Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions. Technology integration does not support data exchanges, project management, and feedback processes.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples

above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?	How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff ? How might the technology improve the quality of decisions at your school?	Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes? How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?	What factors prevent you from supporting technology integration??

Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development. Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams. The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site. Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.	Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development. The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school. The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.	The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process. The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.	The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities. Persons under the leader's direction are unable or unwilling to assume added responsibilities. There is no or only minimal evidence of effort to develop leadership potential in others.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Organizational charts identify the leadership roles and team members. • The leader has a system for identifying and mentoring potential leaders. • The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization.	• Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. • Teachers at the school report that leadership development is supported and encouraged. • Current leadership team members can describe training or mentoring they receive from the school leader regarding

• Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. • The leader's communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator.	leadership. • Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities? How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?	How have you designed the school improvement process to develop leadership capacity from existing faculty? What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?	What process do you employ to encourage participation in leadership development? When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?	What process is available to you that help you screen and develop potential leaders? How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?

Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarify on what was to be accomplished or what resources were available to carry out delegated tasks.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator.	• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school's subs-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility. Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.	The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified. In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps. Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.	Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented. The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps. Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.	The leader takes little or no actions to establish a plan for succession management. Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities. • The leader has processes to monitor potential staff departures. • The leader accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles. • Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community. • Other leadership evidence of proficiency on this indicator.	• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. • Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. • Teachers can describe transparent processes for being considered for leadership positions within the school. • Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices? What have you prepared to assist your successor when the time comes?	In what ways are you interacting with central office personal to share highly effective succession planning practices with other leaders throughout the district? What are some of your strategies you have employed that help your school get work done during vacancy periods?	What are the key components of within your succession management plan? What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?	In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?

Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development. Relationship skills are employed inconsistently.	The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. • Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school. • Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. • Other leadership evidence of proficiency on this indicator.	• Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an "organization." School leaders manage implementation of many rules, regulations, and policies. However, the "organization" is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.	Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.	Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget. The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.	There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. • School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. • Leadership responsibility matrix or chart describes how		• Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. • Minutes, agendas, records and/or anecdotal information from	

management of tasks and projects are allocated and reflects monitoring tasks. • School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) • Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. • Tasks and reports for parties outside the school are monitored for timely completion. • Other leadership evidence of proficiency on this indicator.	teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. • School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. • Teachers are aware of time and task management processes and contribute data to them. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.? Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks? How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?	How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school? How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?	What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources? How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.	• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development. Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs. The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.	The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development. School fiscal resources are allocated to support collegial processes and faculty development. Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.	The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development. There is a lack of sustained and focused resource allocation on these issues.	The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information identifies resources employed in support of collegial learning. • Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. • Protocol for accessing school resources to support collegial learning needs. • School Improvement Plan reflects role(s) of collegial learning teams. • Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. • Master schedules are modified to promote collegial use through common planning times. • Other leadership evidence of proficiency on this indicator.	• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. • Lesson study groups, PLC's, and other forms of collegial learning teams are operational. • School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. • Teachers' professional learning plans incorporate participation in collegial learning. • Department, team, or grade level meetings devote a majority of their time to collegial learning processes. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples

above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?	To what extent are faculty and staff aware of your focus on collegial processes? How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?	Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

Proficiency Area 9. <u>Communication</u>: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- ***Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;***
- ***Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and***
- ***Recognizing individuals for good work; and maintaining high visibility at school and in the community.***

Narrative: The "voice of the school" represents a core set of communication processes that shape perceptions about the school – the leader's communications central among them. The leader must manage the "voice of the school" so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful "speaking" is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader's task.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students. There is evidence of the leader making use of what was learned in constructive conversations with others in the leader's subsequent actions, presentations, and adjustments to actions.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices. The leader systematically communicates with diverse stakeholders about high achievement for all students.	The leader's involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader "reaching out." The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices. The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented.	The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school. The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices. The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	

• Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences. • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator.	• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community? What might be some of the things you are taking away from this experience that will influence your communication practice in the future?	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the "school leader's two step." Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided. • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources. • Other leadership evidence of proficiency on this indicator.	• Faculty routinely access www.floriodastandards.org to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school. • Parents' communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. • Sub-ordinate leaders use Florida's common language of instruction. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system? How does feedback from key stakeholder groups inform the work of the school?	How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?	How might you improve your consistency of interactions with stakeholders regarding the work of the school? Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?	What are your priority goals for school improvement? How do you know whether others find them clear and comprehensible?

Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader's participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff implementation of access policies to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator.	• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders' involvement in community events where school issues may be addressed. • "User friendly" processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader's accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve sub-ordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than "good job." It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others "by what methods" they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator.	• Teachers attest to the leader's recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to "weather the storm(s)" to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the	The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	translated them into an action plan.	

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator.	• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. • Faculty and staff describe the school leader as unwavering in commitment to raising student achievement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.1

Reflection Questions			
Highly effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions? What additional insights have	How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions? How can you help your staff grow to acknowledge and implement systems for gaining	When or how is it appropriate to challenge policy and leadership decisions, if at all? What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed	How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of

you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?	multiple perspectives in decision-making?	decision-making process?	enthusiasm from yourself or your staff? What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?

Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few "thin slices." Indicator 10.2 is focused on the impact of the leader's professional learning – does the leader's learning result in improved performance?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Performance improvements linked to professional learning are shared with other leaders thus expanding impact. The leader approaches every professional learning opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated. The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.	The leader routinely shows improvement in areas where professional learning was implemented. The leader engages in professional learning that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization. The leader personally attends and actively participates in the professional learning required of teachers. There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.	The leader demonstrates some growth in some areas based on professional learning. The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation. The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	There is no or only minimal impact of professional learning on the leader's performance. The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals. Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader is an active participant in professional learning provided for faculty. • The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school		• Teachers' anecdotal evidence of the leader's support for and participation in professional learning. • The frequency with which faculty members are engaged in professional learning with the school leader.	

or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • The leader shares professional learning with other school leaders. • Other leadership evidence of proficiency on this indicator.	• Changes in student growth data, discipline data, etc., after the leader's professional development. • Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* [ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?	To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings? How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole? How are you adjusting application when clear evidence of success is not apparent?	How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on school and district goals with your staff? What steps can you take to begin to apply professional learning to your daily work?

Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. • Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. • The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. • Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. • Other leadership evidence of proficiency on this indicator.	• Student results show growth in all sub-groups. • Faculty members' anecdotal evidence describes a leader focused on and committed to student success. • Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. • Student work is commonly displayed throughout the community. • News reports in local media draw attention to positive actions of students and school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan's focus on student success and evidence of actions taken to accomplish such plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator.	• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.4

Highly Effective: Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

EVALUATION FORM: Annual PERFORMANCE LEVEL

This form is used to calculate a Summa**tive Performance Level**

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the school leader's performance. Incorporate the Deliberate Practice Score. Refer to the Scoring Guide to rate FSLA and Deliberate Practice... Assign an overall evaluation of the school leader' performance, sign the form and obtain the signature of the school leader.

A. Leadership Practice Score

FSLA score _____ x .80 = _____

Deliberate Practice Score x .20 = _____

Combined score is Leadership Practice Score: _____

B. Student growth Measure Score: _____

C. Performance Score: _____

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Performance level is **( ) Highly Effective** **( ) Effective** **( ) Needs Improvement** **( ) Unsatisfactory**

School Leader Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

FSLA Template updated 5/9/12 and posted on FSL website

Appendix H: Student Forms

a) Student Individual Learning Plan
b) Service Learning Plan

INDIVIDUAL LEARNING PLAN

Student:		**Course/ Area**	
Education Coordinator:		Education Coordinator:	
Time Frame of Plan	**Start:**	**Finish:**	

Frequency of meetings:		**Day and time:**	
Length of sessions:		**Location:**	

Student Interests:	
Student Post-Secondary Goals:	
Student Career Goals:	

Objectives of this plan:

Outcome	Activity (Include timeframes)	Resources (people and other)	Completion date & Comments

Outcome	Activity	Performance Outcome and Proposed Timeframe	Comments

The details in this plan have been jointly developed and agreed.

Education Coordinator Signature: ……..Date:……

Student Signature:……..Date:……

Student Service Learning Plan

Student Name: _____Student ID#:_____
Address:_____
Phone #_____ Email:_____
Course Instructor:_____ Semester:_____

Agency/Site:_____ Phone #:_____
Site Supervisor:_____ Phone #:_____
Address:_____
Approximate # of Hours Start Date:_____ End Date:_____

Learning Objectives:
Identify what you hope to learn from this service experience about each of the following: the agency, the challenges and assets of the population with whom you will be working, yourself, your community. How do you expect what you learn through this experience to relate to your course work?

Service Objectives: Briefly identify the service activities you will engage in that will help you achieve your learning objectives.

The Site Supervisor:
Agrees to guide this student's work and to submit a brief final evaluation of his/her achievement upon request.

Agrees to discuss any concerns about the service learner's performance with him/her directly, and with the course supervisor if necessary.

Site Supervisor Signature: _____Date:_____

Faculty/Course Supervisor:_____

I have examined and approved _____'s learning plan.

Faculty/Course Supervisor Signature: _____

Student Initials _____

Date: _____

Student Service Learning Plan

The Student agrees to abide by the following Guidelines and Limitations

Guidelines

- Ask for help when in doubt: Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the service learning office with questions concerning your placement.
- Be punctual and responsible: Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the individuals you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- Call if you anticipate being late or absent: Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- Respect the privacy of all clients: If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- Show respect for the community-based organization you work for: Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.
- Be appropriate: You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing Service Learning Program.
- Be flexible: The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

Limitations

- DON'T report to your service site under the influence of drugs or alcohol.
- DON'T give or loan a client, money or other personal belongings.
- DON'T make promises or commitments to a client you cannot keep.
- DON'T give a client or agency representative a ride in a personal vehicle.
- DON'T tolerate verbal exchanges of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- DON'T tolerate verbal exchanges or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- DON'T engage in any type of business with clients during the term of your service.
- DON'T enter into personal relationships with a client or community partner representative during the term of your service.

Student Initials _____

Appendix I: Sample contract with AAI (Not for this school)

This a sample curriculum contract for another Pivot school.
Each contract is negotiated separately for each school.
No contract has been started for this school yet.

AAI SERVICES AND LICENSE AGREEMENT

This Agreement (the "Agreement") is entered into as of _____, 2011 (“Effective Date”), between Pivot Education, Inc. (“Pivot”), a Florida Non Profit Corporation, on behalf of Pivot Charter School of Hillsborough (“Charter School”), and Advanced Academics, Inc. (“AAI”), a Delaware corporation. Pivot and AAI may each be referred to in this Agreement as a “Party,” and both as the “Parties.”

BACKGROUND

a. Pivot received a Charter Agreement from the Hillsborough County School District (the “District”). A copy of the Charter Agreement between the Sponsor and the Charter School is attached as Appendix A and is fully incorporated herein (the “Charter Agreement”).

b. The Board of Directors of Pivot may carry out any act and ensure the performance of any function by Pivot that is in compliance with the Florida Charter School laws, F.S. §1002.33, other federal, state or local statutes and regulations, orders and ruling applicable to Florida charter schools, any Charter Agreement Pivot(collectively, “Applicable Law”).

c. AAI operates a national network of full-time and part-time online educational programs for grades six through twelve. AAI and its personnel are knowledgeable and experienced in operating and promoting web-based distance learning programs that have a proven track record of academic success.

d. Pivot desires to have AAI provide certain curriculum design, implementation and online educational services, as detailed herein, to students of the Pivot Charter School.

1. Definitions.

a. The “AAI Platform” shall mean the AAI proprietary online learning management system, which includes the software, hardware, interfaces and other components used to provide the products and services to Pivot

b. Subject to the terms and conditions set forth in this Agreement, and subject to applicable laws and regulations, AAI agrees to provide the products and perform the services selected by Pivot, as set forth in Appendix C attached hereto and any subsequent addendums or amendments hereto (“Products and Services”). AAI reserves the right, from time to time, to add, change or modify any of its Products or Services to the extent those changes meet or exceed accepted industry standards and meet the terms of the Charter School’s Charter Agreement.

2. Term.

a. This Agreement shall commence on the Effective Date and, unless earlier terminated pursuant to paragraph 13 hereof, will terminate at the close of business on June 30, 2015 (the "Term"). This agreement will thereafter automatically renew for a successive five year period, unless either party delivers written notice of its intent not to renew this agreement to the other party no less than ninety days prior to the expiration of the initial term.

3. License/Services.

a. AAI hereby grants Pivot a non-transferable, non-exclusive, non-sublicenseable license to access and use the applicable portions of the AAI Platform, and any upgrades and enhancements made to the AAI Platform, during the term of this Agreement for the sole purpose of Pivot receiving the Products and Services in connection with this Agreement. All such access and use of the AAI Platform, and all upgrades or enhancements thereto, shall be subject to the terms and conditions of this Agreement. AAI will provide Pivot upgrades and enhancements made to the AAI Platform free of charge. All rights not specifically granted herein to Pivot are reserved by AAI.

b. Restrictions. Under no circumstances may Pivot, without prior written permission from AAI (i) use the AAI Platform, Products or Services to provide products or services to another school or other third party; (ii) directly or indirectly provide access to the AAI Platform or provide AAI Products or Services, in whole or in part, to another school or other third party. Students, faculty and staff of the Charter Schools shall not be deemed "third parties" but are authorized users of the Charter Schools, (iii) disassemble, decompile, or otherwise derive source code from the AAI Platform; (iv) reverse engineer, reverse assemble, reverse compile or otherwise translate the AAI Platform; or (v) modify, improve, or enhance, or create derivative works of, the AAI Platform, modify the approved installation of the AAI Platform. Pivot represents and warrants that it shall not sublicense its rights with respect to this Agreement without the written permission of AAI, or use the AAI Platform to (a) engage in spamming or other impermissible advertising, marketing or other activities, including, without limitation, any activities that violate anti-spamming laws or regulations; (b) transmit, display or store infringing, obscene, threatening, indecent, libelous, slanderous, defamatory or otherwise unlawful or tortious material, including material that is harmful to children or violates third party privacy rights; (c) knowingly send or store malicious code; (d) interfere with or disrupt the integrity or performance of the AAI Platform, the AAI services or the data contained or used therein; or (e) attempt to gain unauthorized access to the AAI Platform or its related systems or networks.

c. AAI shall provide the following services:

- Online curriculum and instructional materials
- Develop in cooperation with Pivot supplemental support curriculum
- Access to online FL credentialed teachers pursuant to the Charter Agreement between the School and Sponsor
- 24/7 Access to AAI Platform Technical Support via Toll-Free Telephone, E-mail, or Instant Help Chat System
- Support for reporting and student data management
- AAI Platform training and support

4. Specifications.

a. Pivot agrees that it must provide computer systems for the AAI Platform that meet the specifications as set forth in Appendix B attached to this Agreement.

b. Pivot and AAI also understand that each party must comply with the obligations as set forth in Appendix C attached to this agreement.

c. AAI respects the privacy of every individual who visits their web sites or responds to their promotions and as such will protect private personal information as set forth in Appendix D attached to this agreement.

5. License Fees, Payment Terms, Invoicing and Audits.

a. Pivot shall pay AAI a monthly license fee on the pro-rata student allocation per academic year equal to (1) $1,200.00 per enrolled student during the 2011-2012 school year, (2) $1,300.00 per enrolled student during the 2012-2013 school year, (3) $1,400.00 per enrolled student during the 2013-2014 school year, (4) $1,600.00 per enrolled student during the 2014-2015 school year (4) $1,800.00 per enrolled student during the 2015-2016 school year. AAI shall invoice Pivot for the license fee within twenty (20) days after the end of each month, and Pivot shall pay invoiced amounts to AAI within thirty (30) days of receipt of invoice. Notwithstanding anything to the contrary contained in this section, no interest or late fee shall be required if untimely payment is a direct result of funding deferrals by the State of Florida.

b. If Pivot is unable to pay monthly license fees when due as a result of circumstances outside of its control, including but not limited to funding deferrals, the Parties agree to meet to discuss the possibility of a loan from AAI to Pivot. Any such loan shall be negotiated and agreed upon by both Parties in a separate written agreement.

c. Notwithstanding the Parties' agreement to discuss the possibility of a loan to Pivot Education, AAI's agreement to enter into any such loan shall be in its sole discretion. The parties hereto acknowledge and agree that as of the date of this Agreement, the amounts allocated in this Agreement are reasonable, necessary, and fair market value compensation for services rendered.

d. Audit. Pivot agrees to permit AAI or any authorized representative thereof, to visit and inspect the records and properties of Pivot, including but not limited to enrollment and financial records pertaining to this Agreement, and to discuss its business finances with officers of Pivot, during normal business hours following three (3) days notice.

6. Disclaimer of Warranty.

The AAI Platform, Products and Services are provided "as is" and "as available." AAI MAKES NO WARRANTIES, EXPRESS OR IMPLIED, WITH RESPECT TO THE AAI PLATFORM, PRODUCTS AND SERVICES, THEIR MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND NO WARRANTY OF NONINFRINGEMENT OF THIRD PARTIES' RIGHTS.

7. Property.

a. *Ownership*. AAI shall retain ownership of all rights whatsoever in all AAI proprietary information and property, including but not limited to the AAI Platform, Products and Services, including all updates and enhancements, reproductions and corrections thereof and all related patent rights, copyrights, trade secrets, trademarks, service marks, related goodwill and intellectual property, including but not limited to, source code, programming code and software. AAI shall also retain all right, title and interest, including all intellectual property rights therein, in and to any computer code, work product or any other work of authorship or invention conceived of, developed or created by AAI under the terms of this Agreement or any schedule or exhibit. Pivot shall not remove or destroy any copyright, trade secret, proprietary or confidential legends or markings placed upon or contained or embedded within the AAI Platform, Products or Services. Pivot shall use commercially reasonable efforts to prevent any violation of AAI's intellectual property rights in the AAI Platform, Products and Services, and shall, under no circumstances, sell, lease, assign, sublicense or otherwise transfer the AAI Platform, Products or Services except as provided herein.

b. *Domain Name*. AAI, with the assistance of Pivot, will attempt to secure a domain name with AAI as the billing, administrative, technical and zone contacts. Any rights granted to AAI for such domain name shall be assigned in full to AAI. All fees to purchase and maintain a domain name shall be paid by AAI.

c. *Return of Property*. No later than three (3) business days after the termination of the Agreement for any reason, the Parties shall return all of the non-consumable property of the other Party and shall not retain any originals or copies of such materials. For purposes of this paragraph 7(c) "Parties" shall include employees of either Party. Paragraph 7(c) shall not apply to student records, which, shall become and remain the property of the Charter Schools upon creation by either Party. AAI shall ensure that Pivot has immediate access (even during non-business hours) of all student records generated by AAI during the course of this Agreement. Notwithstanding the foregoing, AAI will be allowed to retain a copy of all student records. Notwithstanding the foregoing, Pivot shall not be liable for the non-returned, lost, stolen, or damaged non-consumable property issued to students of the Charter School.

d. This Section 7 shall survive the termination of this Agreement.

8. IDEA, Section 504 and ADA Compliance.

Pivot shall be responsible for facilitating and responding to religious or disability-related requests for accommodation from students and employees of Pivot under the IDEA, Section 504 of the Rehabilitation Act, Americans with Disabilities Act and other Applicable Law, and shall be responsible for funding (to the extent federal and state special education funds are available to each respective Charter School) and implementing any such reasonable accommodations relating to the implementation of or participation in the courses or products covered by this Agreement. AAI agrees to cooperate with Pivot's accommodation efforts to the extent practicable and consistent with its obligations under the Charter Agreement, but does not assume and expressly disclaims responsibility or liability under any applicable law for responding to requests for or providing such accommodations to students or employees of Pivot or for the accommodations deemed

reasonable by Pivot. Notwithstanding the above, in the event that the Pivot' special education costs (including but not limited to special education encroachment paid to the District by Pivot) exceed state and federal special education funding provided to Pivot in any fiscal year, AAI shall be solely responsible for these costs.

9. Insurance.

At all times during the Term, AAI will maintain, at its own expense, comprehensive commercial general liability coverage in an amount (per occurrence or annual aggregate combined single limit for personal injury and property damage) not less than $1 million. This insurance shall name Pivot as an additional insured and include a provision that it will not be canceled or materially altered or amended without at least thirty (30) days prior written notice to Pivot A certificate of insurance showing the above insurance requirements shall be provided to Pivot prior to commencing operations under this Agreement and annually thereafter.

10. Marketing and Advertising.

To the extent Pivot wishes to market the program beyond the marketing and advertising offered by AAI, Pivot will be solely responsible for the costs associated with marketing and advertising such products and services; AAI must approve any use of its logos or trademarks in Pivot's marketing or advertising materials.

11. Indemnification.

a. To the fullest extent permitted by law, Pivot shall indemnify, defend (at Pivot's sole cost and expense), protect and hold harmless AAI, and all affiliated AAI entities, and their respective representatives, partners, officers, directors, board members, employees, consultants, (collectively, the "indemnified parties") and the property of AAI, from and against any and all claims, including, without limitation, claims for bodily injury, death, property damages, any and all claims by the chartering authority, State Board of Education, State of Florida, audit findings, SB 740 funding determination reconsideration, costs, damages and/or expenses in law or equity, costs and expense associated with the provision of educational services, attorney fees, expenses, disbursements, court costs, professional and/or expert consultant fees, investigative costs, of every kind and nature whatsoever (collectively, the "claims") arising out of or in connection with the performance of the Agreement or under this Agreement, or any other work performed by either party to this Agreement, provided that the "claims" are allegedly or actually attributable in whole or in part to any act or omission or willful misconduct by Pivot, anyone directly or indirectly employed by Pivot or anyone for whose acts Pivot could be liable. The indemnification obligations of Pivot shall not be limited by the amounts or types of insurance carried by Pivot The indemnification obligation shall survive the expiration or earlier termination of this Agreement and shall continue until the last to occur of 1) the last day permitted by law for bringing any claim or action with respect to which this indemnification may be claimed or 2) the date on which any claim or action for which indemnification may be claimed under this Agreement is fully and finally resolved.

b. The duty to defend is wholly independent and separate from the duty to indemnify and exists regardless of any ultimate liability of Pivot to AAI. The defense obligation shall arise immediately upon written notice of a claim being provided to AAI. Advance payment

of defense costs shall not be a condition precedent to enforcing the rights to indemnification.

c. To the fullest extent permitted by law, AAI shall indemnify, defend (at AAI's sole cost and expense), protect and hold harmless Pivot, and all affiliated Pivot entities, and their respected representatives, partners, officers, directors, board members, employees, consultants, (collectively, the "indemnified parties") and the property of Pivot, from and against any and all claims, including, without limitation, claims for bodily injury, death, property damages, any and all claims by the chartering authority, State Board of Education, State of Florida, audit findings, costs, damages and/or expenses in law or equity, costs and expenses associated with the provision of educational services, attorney fees, expenses, disbursements, court costs, professional and/or expert consultant fees, investigative costs, of every kind and nature whatsoever (collectively, the "claims") arising out of or in connection with the performance of the Agreement or under this Agreement, or any other work performed by either party to this Agreement provided that the "claims" are allegedly or actually attributable in whole or in part to any act or omission or willful misconduct by AAI, anyone directly or indirectly employed by AAI or anyone for whose acts AAI could be liable. The indemnification obligations of AAI shall not be limited by the amounts or types of insurance carried by AAI. The indemnification obligation shall survive the expiration or earlier termination of this Agreement and shall continue until the last to occur of 1) the last day permitted by law for bringing any claim or action with respect to which this indemnification may be claimed or 2) the date on which any claim or action for which indemnification may be claimed under this Agreement is fully and finally resolved.

d. The duty to defend is wholly independent and separate from the duty to indemnify and exists regardless of any ultimate liability of AAI to Pivot. The defense obligation shall arise immediately upon written notice of a claim being provided to Pivot. Advance payment of defense costs shall not be a condition precedent to enforcing the rights to indemnification.

e. The indemnification and duty to defend obligations shall survive the termination of this Agreement.

12. Termination.

a. This Agreement may be terminated for cause by either Party if the other is in material breach of any provision of this Agreement, but then only after written notice of default and opportunity to cure has been given to the breaching party. The notice of default must provide for an opportunity to cure of at least thirty (30) days following receipt of notice. If the Party receiving the notice has not cured the breach before the cure date stated in the notice, then the Party giving notice may terminate this Agreement by giving the breaching party written notice of termination, which will be effective upon delivery. Nonpayment by Pivot as outlined in section 5 shall be a material breach unless otherwise agreed upon by both Parties.

b. *Change in Applicable Law.* If Applicable Law, or the source or amount of School Revenues or government policy applicable to the Pivot changes, and the change has a material adverse effect on the economic benefits of this Agreement to either Party, then the Party suffering such material adverse effect may request renegotiation of this Agreement in writing. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after such notice, then the

Party materially adversely affected may notify the other Party of its intent to terminate this Agreement at the end of the school year. Neither Party will be obligated to agree to any such renegotiated agreement, but instead each may enter into or decline to enter into such renegotiated agreement in its sole discretion.

c. This Agreement may be terminated by either Party upon the occurrence of any of the following events, which termination will be effective thirty (30) days after the giving of written notice by either Party to the other Party of intent to terminate which date will be the Termination Date:

(i) Implementation of this Agreement will cause Pivot to lose state or federal funds that would otherwise be available in the absence of this Agreement; implementation of this Agreement will cause Pivot to lose its tax exempt status with the IRS or Franchise Tax Board; or

(ii) Any activity of the other party that is in violation of Applicable Law is not corrected within such thirty (30) day period

d. Either Party may terminate this Agreement immediately upon notice to the other Party of the other Party's violations of any Applicable Law meant to protect the health, welfare or safety of students, or which violations could subject Pivot to legal and/or fiscal penalties or sanctions including but not limited to revocation.

e. If Pivot loses its right to operate the School pursuant to revocation, non-renewal, or other operation of law, AAI shall cease to provide services to the School, and the Agreement shall terminate effective on the same date that Pivot has lost its right to operate the Charter Agreement. This agreement shall be terminated immediately upon the written agreement of both Parties.

f. Upon termination or expiration of this Agreement, all licenses granted hereunder shall immediately terminate, and any and all guaranteed fees and amounts due for products and services provided through the date of termination set forth herein shall become immediately due and payable.

g. The Parties acknowledge and agree that AAI has devoted significant resources including, without limitation, substantial time of its employees and consultants and made substantial expenditures to develop the software, hardware, interfaces and other components constituting the AAI Platform being provided to Pivot under this Agreement. The Parties further agree that to recoup such expenditures of money and resources will require that the term of this Agreement continue for the entire 5-year period of the initial Term of this Agreement (as described in Section 2 above) and beyond. Therefore, the Parties agree that the damages that would result from an early termination of this agreement are not readily ascertainable. Furthermore, the Parties agree that the following costs to be paid by Pivot for an early termination of this agreement are not a penalty but are liquidated damages and that the amounts set forth below are reasonably related to the amount of damages that would be expected to flow from a breach of this agreement and that the intent of these liquidated damages is only to induce full performance of this agreement by the Parties. Accordingly, if this Agreement terminates or is terminated prior to the expiration of the initial Term: (i) by Pivot without cause; or (ii) by AAI as provided in Sections 13.a., 13.c.(ii), or 13.d or 13.e, Pivot will pay AAI the following amounts for resources devoted to Pivot:

(i) If terminated as described above prior to the expiration of the second year of the Term, Pivot will pay $500,000 to AAI within 30 days following such termination;

(ii) If terminated as described above prior to the expiration of the third year of the Term, Pivot will pay $400,000 to AAI within 30 days following such termination; and

(iii) If terminated as described above prior to the expiration of the fourth year of the Term, Pivot will pay $300,000 to AAI within 30 days following such termination; and

(iv) If terminated as described above prior to the expiration of the fifth year of the Term, Pivot will pay $200,000 to AAI within 30 days following such termination.

13. Miscellaneous.

a. *Governing Law*. This agreement shall, for all purposes, be governed by and interpreted and enforced in accordance with the laws of the State of Florida, without reference to any conflict of law principles.

b. *Exclusive Jurisdiction*. Any lawsuits, legal actions or proceedings against Pivot arising out of this Agreement will be brought in the State of Florida if the plaintiff is AAI and any lawsuit, legal actions or proceedings against AAI arising out of this Agreement will be brought in Oklahoma if the plaintiff is Pivot. Each party shall submit to and accept the exclusive jurisdiction of such court for the purpose of such suit, legal action or proceeding. Each Party irrevocably waives any objection it may have now or any time in the future to this choice of venue and further waives any claim that any suit, legal action or proceeding brought in any such court has been brought in an inappropriate forum. Pivot and AAI shall stipulate in any proceeding that this Agreement is to be considered for all purposes to have been executed and delivered within the geographic boundaries of the State of Florida.

c. *Severability*. The provisions of this Agreement are severable, and the invalidity or unenforceability of one or more of the provisions herein shall not have any effect upon the validity or enforceability of any other provision.

d. *Waiver*. No terms or provisions hereof shall be deemed waived and no breach consented to or excused, unless such waiver, excuse or consent shall be in writing and signed by the Party claimed to have waived or consented. Any consent, waiver or excuse by either Party of a breach of any provision of this Agreement by the other Party shall not operate or be construed as a waiver of any subsequent breach by such other Party.

e. *Confidentiality*. Unless consented to by the other Party in writing, neither Party hereunder shall disclose any confidential information received from the other Party in connection with the performance of this Agreement, to any other person or entity, except to the officers, directors, employees, counsel, consultants and auditors of such Party and then only to the extent necessary in the ordinary course of its business or as required by law or other legal process. AAI shall be considered an educationally interested party in accordance with the Family Educational Rights to Privacy Act (FERPA) and as such shall maintain the confidentiality of student records in the same manner as legally required by Pivot. If either Party receives any subpoena, court order or other legal process requiring the disclosure of any of the terms and conditions of this Agreement, such Party shall promptly notify the

other Party hereto in writing, and shall cooperate with the other Party in complying or obtaining protective orders or other appropriate forms of relief limiting the extent and scope of such legally required disclosures. This paragraph 16(e) shall survive the termination or expiration of this Agreement.

f. *No Coercion*. The Parties acknowledge they have signed this Agreement as a free and voluntary act and not as the result of coercion of any kind.

g. *Parties' Relationship*. In making and performing this Agreement, the Parties intend to act and shall act at all times as independent contractors and nothing contained in this Agreement shall be construed or implied to create an agency, partnership, or employer-employee relationship between AAI and Pivot or between any Party hereto.

h. *Force Majeure*. With the exception of a Party's obligation to make payments properly due to the other Party, neither Party shall be considered to be in default as a result of its delay or failure to perform its obligations herein when such delay or failure arises out of causes beyond the reasonable control of the party. Such causes may include, but are not restricted to, acts of God or the public enemy, acts of the state or the United States in either its sovereign or contractual capacity, fires, floods, epidemics, strikes, and unusually severe weather; but, in every case, delay or failure to perform must be beyond the reasonable control of and without the fault or negligence of the party.

i. *Amendments or Modifications*. Except as provided otherwise herein, neither this Agreement nor any term or provision in it may be changed, waived, discharged or terminated orally, but only by an agreement in writing signed by both Parties.

j. *Enforceability*. It is the Parties' mutual intent that the provisions of this Agreement shall be enforced to the fullest extent permissible under applicable laws and public policies applied in each jurisdiction in which enforcement is sought. Accordingly, if any particular provision to this Agreement shall be adjudicated to be invalid or unenforceable, such provision shall be deemed amended to delete there from such invalid or unenforceable portion, and shall otherwise remain in full force to the extent permitted.

k. *Assignment*. AAI may assign this Agreement with written approval by Pivot. Approval will not be unreasonably withheld. This Agreement shall inure to the benefit of, and be binding upon, AAI, its successors and assigns, including without limitation any entity which may acquire substantially all of AAI's assets and business, or with or into which AAI may be consolidated or merged. AAI shall give Pivot thirty (30) business days' notice, if practicable, of any assignment and the terms of the assignment, and the option of termination. Pivot is not permitted to assign this Agreement without the express written consent of AAI.

l. *Notices*. Any notice required or permitted to be given pursuant to this Agreement shall be in writing and shall be delivered by next-day air courier (e.g., Federal Express) to the addresses listed below or to such other addresses as the Party to whom notice is given may have furnished to the other Party hereto in writing, in accordance with this paragraph 15.

m. *Headings*. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

n. *Counterparts*. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.

o. *Entire Agreement*. This Agreement contains and constitutes the entire Agreement between the Parties and supersedes and cancels any prior agreements, representations, warranties, or communications, whether oral or written, between the Parties relating to any of the transactions contemplated by this Agreement.

p. *Representation and Warranty*. Each of the Parties represents and warrants to the other that the representing Party has the full power and authority to enter into this Agreement, and to fully and effectively perform its obligations hereunder without violating any rights of any third party, and that no consent or approval of any other person or entity is required.

q. *Attorney's Fees*. If any suit, proceeding or other action arising out of or related to this Agreement is brought by either Party, the prevailing Party will be entitled to recover the costs and fees (including, without limitation, reasonable attorneys' fees, the fees and costs of experts and consultants, copying, courier and telecommunication costs, and deposition costs and all other costs of discovery) incurred by such Party in such suit, proceeding or other action, including without limitation, any post-trial or appellate proceeding, or in the collection or enforcement of any judgment or award entered or made in such suit, proceeding or action.

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of the date first written above.

For: Pivot Education Inc.	**For: Advanced Academics, Inc.**
_____	_____
Signature	*Signature*
_____	_____
Print Name	*Print Name*
_____	_____
Title	*Title*
_____	1East Sheridan, Suite 500
Address	*Address*
_____	Oklahoma City, OK 73104
City, State, ZIP	*City, State, ZIP*

_____	_____
Date	*Date*

Appendix A

Pivot Charter School's Charter Contract HILLSBOROUGH COUNTY

Appendix B

Computer Specifications

1. Hardware Components

1.1. The computers utilized to access Advanced Academics' courses shall have the minimum hardware configuration:

- Windows 98, Windows ME, Windows 2000, Windows XP, Mac OS X 10.1 or greater.
- 500 MHz processor or greater.
- 256 MB of RAM.
- Screen resolution of 800 x 600 pixels or higher with 256 color capable graphics card. (1024 X 768 recommended)
- A soundcard and headphones or speakers.
- 56 kbps dialup, DSL, cable modem or other internet access. High speed internet is strongly recommended.

2. Software Components

2.1. The computers utilized to access Advanced Academics' courses shall have the minimum software configuration:

- Compatible Browsers:
  - Internet Explorer version 6.0 or higher
  - Mozilla Firefox 1.5 or greater.
- Sun Java Runtime Environment version 1.4.2 or higher
- Macromedia Flash Player version 9 or higher
- Macromedia Shockwave Player
- Adobe Acrobat Reader
- Windows Media Player
- Apple Quicktime Player

3. Network Components

3.1. AAI shall provide, at the request of Pivot and at the sole expense of AAI, the assistance of a network administrator in order to properly configure firewall rules and address other technical issues, such as:

- Opening ports **80** (HTTP), **443** (HTTPS).
- Adding "Proxy Exceptions", if needed, to the browser's LAN configuration pages,
- Addressing, and modifying if necessary, "user security context" and/or any management or security software which may be enabled on the desktop computers.

Appendix C

Additional Obligations of Each Party

1. **Pivot Obligations.**
   a. Pivot will employ Florida State credentialed teachers and is responsible for all teacher hiring, payroll and benefits subject to AAI's obligations relating to teachers based in other states.
   b. The cumulative student to teacher ratio will not fall below the ratio required by Applicable Law. Pivot is responsible for all student testing (with AAI providing testing facilities at its sole expense if requested by Pivot), transcripts, establishing graduation requirements and diplomas.
   c. Pivot shall retain the independent financial auditor for Pivot and ensure annual audits are conducted in accordance with Applicable Law
   d. Pivot shall hire an Executive Director who shall have full power and authority over day-to-day operations of the Charter Schools and its employees except as otherwise provided in the Charter Agreement of the Charter Schools or Board policy.
   e. Pivot shall provide special education services to students enrolled in the Charter Schools
   f. Pivot grants permission to AAI during the Term of this Agreement to copy, transmit, use and prepare derivative works of Pivot' information to the extent necessary for AAI to perform its obligations under this Agreement.

2. **AAI Obligations.**
   a. Assist in monitoring, in conjunction with Pivot, student activity and progress;
   b. AAI will provide on-site training for Pivot staff members at its sole expense. Training covers the enrollment and reporting features of Advanced Academics' online learning system, as well as the instructional tools contained in the system.
   c. AAI will provide Pivot with a unique password with which each student can access the course(s).
   d. AAI shall provide the educational program including the curriculum and instructional materials which align with New Florida State Sunshine Standards
   e. AAI shall cooperate fully with requests for information from Pivot's independent financial auditor. This provision shall survive the termination of this contract.
   f. AAI will assist Pivot as requested in interviewing and recommending teacher candidates, posting/advertising position, conducting interviews, ranking candidates, and recommending hires.

Appendix D

Privacy Policy

1) General

Advanced Academics, Inc. and its affiliates ("AAI") respect the privacy of every individual who visits our web sites or responds to our promotions. AAI intends to act reasonably to protect your privacy, but obviously cannot guaranty security against "hackers" or other issues beyond our control. To better protect your privacy we provide this notice explaining our online information practices and the choices you can make about the way your information is collected and used. This notice applies to all information collected or submitted on AAI web sites, unless otherwise posted.

2) Personally Identifiable Information

AAI will not collect any personally identifiable information about you (that is your name, address, telephone number or email address) unless you provide it voluntarily. If you do not want your personally identifiable information collected, do not submit it to us. If you do submit personally identifiable information we may use it as follows: we will use it to complete the contact or request; we may store and process it to better understand your needs, and how we can improve our products and services; and we may use it to contact you. We will not give or sell your individual information to any outside company for use in marketing or solicitation products or services other than AAI's products or services, and we will maintain the confidentiality of your personal information, which will be used only to support your relationship with AAI. AAI will comply with the requirements of the Family Education Rights and Privacy Act in relation to student's personally identifiable information.

3) Non-personally identifiable information collected automatically

In some cases, we may collect information about you that is not personally identifiable. Such information may be gathered by the Internet browser and type of operating system you are using, and via the domain name of the web site that linked you to our site. When you view one of our web sites, we may store information from time to time on your computer. These "cookies" allow us to tailor a web site or advertisement to better match your interests and preferences. With most Internet browsers you can block, receive a warning or erase all "cookies" from your hard drive. Please refer to your browser instructions or Help screen to learn more about these functions.

4) Third-party web sites

Links to third-party web sites on AAI sites are provided solely as a convenience to you. If you use these links, you will leave the AAI site. AAI does not review all third-party sites, nor does it control or assume responsibility for the content or privacy policies of any of these sites. Thus, AAI does not endorse or make any representations about them, or any information, or other products or materials found there, or any results that may be obtained from using them. If you decide to access a third-party site linked to an AAI web site, you do so at your own risk.

5) How can you correct your information?

If you have any questions regarding this privacy policy or would like to have your personally identifiable information modified or deleted from our records, please email us or call our toll-free number.

6) How to contact us

Should you have other questions or concerns about this privacy policy, contact us at:

Advanced Academics, Inc.
100 E. California, Suite 200
Oklahoma City, OK 73102
(405) 239-1900

Appendix J: CSSC Contract

Services Agreement

THIS SERVICES AGREEMENT (the "Agreement") is made and entered into as of the _____ day of _____, 2011 (the "Effective Date") by and between Pivot Education, Inc. Florida nonprofit corporation, with offices at 5245 Office Park Boulevard, Suite 103, Bradenton, Florida 34203 (the "School") and Charter School Services Corporation, Inc. a Delaware nonprofit corporation, with offices at 1225 SE 2nd Avenue, Fort Lauderdale, Florida ("CSSCI").

In consideration of the mutual obligations specified in this Agreement, and any compensation paid to CSSCI for its services, the parties agree as follows:

1. DEFINITIONS.

All capitalized terms used in this Lease and not specifically defined in the text shall have the meanings ascribed to them below. Words used herein in the singular shall also include the plural and words in the plural shall include the singular. Words used in neuter gender include the masculine and feminine, and words in the masculine or feminine gender include the neuter. The headings or titles of this Lease shall have no effect upon the construction or interpretation of any part hereof.

1.1 **"Affiliate"** shall mean any entity that, directly or indirectly, controls, is controlled by, or is under common control with, a party.

1.2 **"CSSCI"** means and includes Charter School Services Corporation, its officers, directors, employees, agents, personnel, subcontractors, licensees, and invitees.

1.3 **"Charter"** refers to all or any one of the DISTRICT Charter School Agreement(s) issued to the School as of the date hereof as well as any Charters issued in the future. A list of the existing Charters is attached hereto as Exhibit A and made a part hereof.

1.4 **"Control"** shall mean direct or indirect ownership of 50% or more of the stock or other interests entitled to vote for the election of the board of directors or other governing body of the entity.

1.5 **"Deliverables"** includes all papers, documents, files, papers, reports, data, checks, MICR-encoding ready blank checks, backup media, testing results, insurance certificates, records, handbooks, invoices, receipts (whether in physical form, on electronic media or both) obtained, generated, received or used in the course of performing Services. Included without limitation are those items which are required: (a) to be turned over to the School after every June 30th closing of the books, (b) to be produced for use in the annual audit, (c) for any board meeting, (d) by the Charter or any DISTRICT or State Audit regulation, and (e) to be turned over to the School upon termination of this Agreement.

1.6 **"DISTRICT"** means The School Board, its members, employees and agents.

1.7 **"Service(s)"** shall mean all services provided by CSSCI pursuant to this Agreement and all Statements of Work entered into pursuant to this Agreement.

1.8 **"Student Records"** shall mean any and all documents, data, electronic media, written materials and records relating to any one or more School students which are require by applicable federal or state law or regulation or School Board policies to be kept confidential. "Applicable federal or state laws, regulations and/or School Board policies" include, but are not limited to, the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Florida Statute 1002.22, and The School Board of Broward County SB Policy 5100.

2. STATEMENTS OF WORK

2.1 **Statements of Work.** During the term of this Agreement, CSSCI agrees to provide consulting and professional services for the School which the School authorizes from time to time by the placement a of Statement of Work signed by each of the parties hereto (each, a "Statement of Work" and the work done thereunder, the "Work"). In the event of any conflict between the terms of this Agreement and a Statement of Work, the terms of this Agreement shall govern, unless the Statement

of Work specifically references that it supersedes the conflicting provision in this Agreement.

2.2 **Contents.** Each Statement of Work shall contain, among other provisions, (i) a description of the Work to be performed by CSSCI, (ii) a list of the Deliverables to be provided by CSSCI, if any, (iii) any acceptance testing or acceptance criteria for such Deliverables, (iv) the delivery or performance schedule, (v) all fees for the Work, and (vi) a list and amount of any anticipated expenses to be reimbursed by the School, if any. The parties hereby acknowledge that included or implied in every Statement of Work, even when not specifically expressed, is the obligation of a CSSCI representative to attend School Board meetings upon request to explain the School's financials and any Deliverables under a Statement of Work.

2.3 **Changes.** Upon written consent of CSSCI, the School may from time to time make changes to the scope of Work set forth in a Statement of Work.

2.4 **Systems, Storage, and Security.** In the course of providing Services under this Agreement and any Statement of Work CSSCI shall use Quickbooks software, the Financial and Program Cost Accounting and Reporting for Florida Schools manual (The Red Book), the School's Cash Management Manual, and engage in record keeping and employ internal controls and other systems as required by GAAP. The implied additional standard in all Statements of Work is to proceed in a manner that will result in a letter from the auditor opining on the annual report without exception, without material weakness, and without a management letter containing criticisms of management's accounting or internal controls. CSSCI shall provide an appropriate system of checks and balances to ensure that all information and documents are accurately recorded. Deliverables shall be properly organized, filed, maintained, inventoried, safely and securely stored in a retrievable fashion until delivered to School. CSSCI shall at all times keep all Deliverables in its office located at 1225 S.E. 2nd Avenue, Fort Lauderdale, FL 33316 unless it receives the School's prior written consent to relocate all or any portion of them. At all times CSSCI will keep its office and the Deliverables under lock and key.

CSSCI has or will acquire computers, computer storage, network servers or other equipment at its own expense to be used in performing the Services. CSSCI shall establish a protocol for individual computer and network security, including but not limited to user names, passwords, individual network, software and data authority, and (if connected to the Internet) appropriate firewall hardware and software and virus, malware and spyware protection software. CSSCI shall also include in its protocol procedures for backup of all Deliverables in electronic format, including the timing, methodology (hardware and software), person(s) responsible, methods for verifying data integrity, and the means to ensure the ability to restore data. This protocol shall include the requirement for transport of backup data offsite to a secure location at least weekly. The foregoing protocol(s) shall be submitted in writing to the School promptly for its review and approval.

3. EQUIPMENT; PERSONNEL; INSURANCE

3.1 **Supply of Equipment/Personnel.** CSSCI shall be responsible for providing equipment, facilities, and/or personnel necessary to carry out the Work specified in the Statement of Work. CSSCI shall have personnel available five days per week, for eight hours per day, year round, except for federal holidays and winter and spring School break, to prepare checks for the School.

3.2 **Insurance.** CSSCI shall provide at its own expense personnel, offices, and automobiles used in or related to the performance of Services under this Agreement (and any Statement of Work), the insurance required to be carried by School under the Charter or otherwise by DISTRICT as if the Services, personnel, offices, or automobiles were performed by, employed by, belonged to or owned by the School. As further explanation, and without limitation to the above general statement, CSSCI shall obtain and pay the insurance which the School would have been required to carry to perform the activities included in a Statement of Work under this Agreement. The insurance shall be carried with the coverages, policies, limits, deductibles, insured and additional insured, and otherwise as provided in the Charter, by the DISTRICT, and by law. CSSCI

shall provide proof of insurance and certificates of insurance naming the School and, if required, DISTRICT and others as additional insured under the policies.

3.3 **Subcontractors.** The School expressly consents to CSSCI's use of subcontractors in connection with the performance of the Services; provided that prior to engaging in any activities (including having access to the Deliverables) under a Statement of Work CSSCI provides written proof to the School and ensures that each and every subcontractor is: (i) bonded; (ii) passes a drug test; (iii) obtains a Level 2 screening clearance from DISTRICT under the Jessica Lunsford Act (iv) provides proof of insurance; (v) is provided with copies of the Charters; (vi) agrees in writing to read and comply with the Charters; and (vii) otherwise is in compliance with the Charter and Applicable Law. All contracts between CSSCI and its subcontractors shall be in writing and provide that each subcontractor consents to random drug testing at the School's request and that each subcontractor shall obtain and maintain insurance as required of CSSCI by paragraph 3.2 above. CSSCI's relation with its subcontractors may be that of independent contractor and not an employee of CSSCI; provided however, that such subcontractors shall be deemed agents of CSSCI, and CSSCI shall be responsible for the Statements of Work under this Agreement. CSSCI's use of independent or subcontractors shall not relieve it from performance of the Services, or responsibility or liability to the School under this Agreement. This Agreement may not be assigned by the parties hereto.

4. DISTRICT REQUIREMENTS

4.1 **Charter Requirements.** CSSCI hereby acknowledges that the School currently holds one Charter with DISTRICT. CSSCI and the School agree that any new Charters obtained after the date of this Agreement shall be a Charter under and included in this Agreement. CSSCI represents that it has read and understands the Charter and related laws and regulations, has the necessary expertise and understanding of the accounting, bookkeeping, internal control, record keeping and similar requirements necessary or appropriate to the Services, and as may be required by the Charters. CSSCI agrees to observe and perform the

Services in accordance with the requirements of the Charter and all amendments thereto. CSSCI shall ensure that all of its officers, directors, employees, agents, personnel, and subcontractors involved in performing any Services have read and are familiar with the Charter, including the financial record keeping and reporting requirements contained therein.

4.2 **Fiscal Year.** DISTRICT's fiscal year runs from July 1 through June 30 and, accordingly, all Work performed under any Statement of Work shall be consistent with a July 1 through June 30 fiscal year. CSSCI shall ensure that all of its officers, directors, employees, agents, personnel, and subcontractors are familiar with DISTRICT's calendar and comply with same, especially with regard to fiscal year end financial reporting requirements.

4.3 **Capital Outlay Funds.** CSSCI will ensure that its officers, directors, employees, agents, personnel, and subcontractors adopt policies for and comply with Florida Statutes Section 1013.62 (2008) and all amendments and replacements thereto and all regulations and Technical Assistance Papers (including TAA No.: 2006-18) regarding the use of Capital Outlay Funding.

4.4 **FTE Counts.** For School funding purposes DISTRICT conducts its Full Time Equivalent ("FTE") student counts at each School on October 15 and February 15 of each year. Any pricing for a Statement of Work tied to a "per student basis" shall use DISTRICT's most recent FTE student counts until such time as a new count becomes available.

4.5 **Conflicts.** If any conflict arises between (a) this Agreement or a Statement of Work and (b) the Charters, the Charters shall control. If any conflict arises between this Agreement and a Statement of Work, this Agreement controls.

5. FEES; EXPENSES; INVOICING; PAYMENT

5.1 **Fees.** CSSCI agrees to provide the Work and Deliverables set forth in each Statement of Work for the fees specified therein. Any annual fee under a Statement of Work shall be paid in twelve (12) equal monthly installments.

5.2 **Expenses.** The School shall reimburse CSSCI for expenses only if such expenses are specified and estimated in a Statement of Work.

5.3 **Invoices.** Unless otherwise set forth in a Statement of Work, CSSCI shall prepare and submit invoices to the School on a monthly basis covering those Services performed during the month. If a Statement of Work provides that the School will reimburse CSSCI for expenses, then such monthly invoice shall also include expenses. Each invoice shall have the form and content as required by the Statement of Work.

5.4 **Payment.** Payment of each invoice is due within thirty (30) days of receipt of such invoice. All fees, costs, expenses and payment amounts expressed or referenced in this Agreement, a Statement of Work or invoice, and all payments made by the School to CSSCI, shall be in U.S. dollars. Interest will be assessed at the rate of 1.5% per month on all balances outstanding for longer than 45 days.

6. REPRESENTATIONS, WARRANTIES AND COVENANTS

6.1 **Authority; No Conflict.** Each party to this Agreement represents, warrants and covenants to the other party that (i) it has the requisite power and authority to execute and deliver this Agreement and to perform all of its obligations hereunder; and (ii) the execution, delivery and performance of this Agreement does not and shall not result in a breach or constitute a default under any other agreement to which it is a party or by which it is bound.

6.2 **Compliance with Laws.** Each party to this Agreement represents, warrants and covenants to the other party that it shall comply with all applicable federal and state laws and DISTRICT rules and regulations in its performance of this Agreement, including but not limited to, all privacy and protection laws, rules and regulations which are or which may in the future be applicable to the Services or Deliverables.

7. CONFIDENTIALITY

7.1 **Student Records.** CSSCI hereby acknowledges that in the course of the Services for the School it will or may come into contact with Student Records and that no disclosures shall be made by CSSCI of any information contained in any Student Records, except as allowed by law. Each party to this Agreement shall at all times comply with applicable federal and state law, regulation, DISTRICT policy, and professional standards with respect to School Student Records.

7.2 **Proprietary Information.** A party to this Agreement may disclose to the other party to this Agreement either orally or in writing, and/or such party's files may contain, information that the disclosing party considers proprietary and confidential which relates to its business and financial operations, services and/or technical knowledge (the "Proprietary Information"). All such Proprietary Information accessed or obtained by the receiving party shall be (i) received in confidence, (ii) used only for purposes contemplated in this Agreement, and (iii) protected in the same manner as the receiving party protects its own confidential information of like kind (which shall be at least a reasonable manner). Neither party to this Agreement will use in any way, for its own account or the account of any third party, except as expressly permitted by this Agreement, nor disclose to any third party (except as required by law), any of the other party's Proprietary Information and each party will take reasonable precautions to protect the confidentiality of such information. If a party to this Agreement receives a subpoena or other valid administrative or judicial demand requiring it to disclose the other party's Proprietary Information, such party shall provide the other party prompt notice of such demand. The term Proprietary Information does not include, and the parties' confidentiality obligations do not apply to, information that: (i) is or becomes generally available to the public without breach by a party of its confidentiality obligations, (ii) is received by a party from a third party without restriction against disclosure, (iii) was known to a party without restriction prior to disclosure, or (iv) is independently developed by a party without use of the other party's Proprietary Information.

7.2 **Breach of Confidentiality.** CSSCI and the School each indemnify, defend, and hold harmless the other party and their officers, directors, agents, directors, customers, employees,

representatives, affiliates, and subcontractors from and against any claim, loss, damage, cost, expense (including reasonable attorney's fees and disbursements) or liability arising out of or relating to any claim which is based upon, or is the result of, any breach by a party to this Agreement of any confidentiality provisions under this Agreement.

8. RETURN OF PROPERTY

Upon the termination of this Agreement or upon the request of the School, CSSCI agrees to end all further use and utilization of, to immediately return to the School the most recent version of, and to delete or destroy all copies of any and all Deliverables and equipment, tools or facilities furnished by the School.

9. INDEMNIFICATION/RELEASE

9.1 **General; Personal Injury; Damage to Personal Property.** Both parties agree to take all necessary precautions to prevent injury to any persons (including employees of either Party) or damage to any property (including property of both Parties) during the term of this Agreement. Each Party shall indemnify, defend and hold harmless the other Party and its Affiliates and each of their respective officers, directors, and employees from and against any claim, loss, damage, cost, expense (including reasonable attorney's fees and disbursements) or liability, including but not limited to liability as a result of injury to or death of any person or damage to or loss or destruction of any property, resulting in any way from or arising out of any act or omission, or in connection with the performance of or failure to perform this Agreement or a Statement of Work by either party, regardless of the negligence of either Party, except only where such claim, loss, damage, cost, expense or liability results solely and directly from the gross negligence or willful misconduct of the other Party. Neither Party shall settle or compromise any demands, claims, actions, suits or proceedings for which the other has sought indemnification from the indemnifying Party unless the indemnified Party has given its prior written consent to the indemnifying Party regarding such settlement or compromise, which consent shall not be unreasonably withheld. Further, the indemnifying Party assumes the entire responsibility and liability for losses, expenses, and damages to property of indemnified

Party caused by the act(s) or omission(s) of the indemnifying Party, its officers, directors, agents, employees, personnel and subcontractors performing under this Agreement or a Statement of Work.

9.2 **Non-Infringement.** CSSCI shall indemnify, defend, and hold harmless the School, its officers, directors, employees, agents, personnel or subcontractors from and against any claim, loss, damage, cost, expense (including reasonable attorney's fees and disbursements) or liability arising out of or relating to any claim alleging that the work done in performing Services, or any part thereof, infringes, misappropriates or violates any patent, copyright, trademark, trade secret, know-how, moral rights or any other intellectual property rights of a third party.

10. TERM

The term of this Agreement shall be five (5) years (the "Term") beginning on March 1, 2010 and ending on February 28, 2016, unless terminated earlier in accordance with the provisions of this Agreement or extended by the parties hereto in writing.

11. ANNUAL REVIEW

On or about each May 1 during the Term of this Agreement the School agrees to review and evaluate the Services and Deliverables of CSSCI and communicate the results of said review to CSSCI.

12. TERMINATION

12.1 **Termination.** This Agreement may be terminated by either party, with or without cause, upon receipt by the other party of thirty (30) business days advance written notice. Upon termination, the School shall pay CSSCI all costs reasonably incurred hereunder by CSSCI up to the time of termination. Upon termination of this Services Agreement CSSCI shall deliver to the School all Deliverables in CSSCI's possession and delete from CSSCI's physical and electronic files all data and information relating to the School.

12.2 **Hand Over.** Upon any termination of this Agreement CSSCI shall have a continuing duty to assist in the hand over and smooth

transition to a new firm or the School of all Student Records and Deliverables. If within thirty (30) days of turnover, the School finds discrepancies and/or errors in the Services or Deliverables in the performance of any Services, the School shall notify CSSCI of these issues in writing and provide CSSCI with two (2) business days in which to rectify the discrepancy and/or error(s). If CSSCI fails within that time frame to correct the Deliverables and complete the assignment, the School shall be entitled to reimbursement by CSSCI for the School's costs and expenses in resolving or correcting the discrepancy and/or error.

12.3 **Survival.** The terms and conditions of this Agreement that, by their nature, would survive the expiration or termination of this Agreement (including without limitation, Articles 6 through 9 and Sections 4.1, 4.2,12.1, and 12.2 herein) shall so survive the expiration or termination of this Agreement for any reason.

13. INDEPENDENT CONTRACTOR/INSURANCE

13.1 **Independent Contractor.** Each party to this Agreement is an independent contractor, is not an agent or employee of the other, and is not authorized to act on behalf of the other. While the School may make suggestions, requests, or seek to coordinate the performance of the services by CSSCI, CSSCI's officers, directors, agents, employees personnel and subcontractors shall be under CSSCI's direct control. CSSCI will maintain supervisory responsibility for its employees, agents, personnel and subcontractors and may inquire of the School as to the performance of CSSCI's employees, agents, personnel and subcontractors; but at all times CSSCI will handle complaints, administer discipline, evaluate performance, and provide supervision and counseling as needed. CSSCI agrees that in CSSCI's dealing with the public, CSSCI will not represent or hold itself out as an employee, personnel, agent, or servant of the School.

14. JESSICA LUNSFORD ACT

Section 1012.465, Florida Statutes (hereinafter the "JLA") imposes screening requirements on non-instructional school district employees or contractual personnel. Prior to commencing any activities under a Statement of Work CSSCI

shall ensure that any and all CSSCI officers, directors, employees, agents, staff, personnel, representatives, or subcontractors who will be engaged in activities pursuant to the Statement of Work shall have completed at CSSCI's sole expense all steps necessary to obtain a Level 2 screening, as defined by the JLA. In addition any CSSCI officer, director, employee, staff, personnel, representative, agent, or subcontractor who seeks access to School property when students are present, must enter the School property only through the School's Office. CSSCI agrees to comply with all screening requirements and procedures now and hereafter imposed by federal or state law, rule, regulation or DISTRICT policy at its sole cost and expense.

15. GENERAL

15.1 **Entire Agreement.** This Agreement and associated Statements of Work constitute the entire agreement between the parties and supersede any and all prior agreements and understandings between the parties, written or oral, not incorporated herein with respect to the subject matter of this Agreement. This Agreement and any associated Statements of Work may not be changed unless mutually agreed upon in writing signed by authorized representatives of both parties.

15.2 **Notice.** Any notice required or permitted by this Agreement must be in writing and shall be deemed to have been given if sent by certified mail, return receipt requested, or overnight carrier addressed: (i) if to CSSCI, to the attention of Joe Bruno, (ii) if to the School, to the attention of the President of the Board of Directors of the School at the addresses listed above (iii) at such other addresses the party to be notified has designated in writing.

15.3 **Severability.** In the event any provision of this Agreement is found to be legally unenforceable, such unenforceability shall not prevent enforcement of any other provision of this Agreement.

15.4 **Governing Law.** This Agreement shall be governed by the laws of the State of Florida without giving effect to conflict of law provisions. Any dispute relating to the terms, interpretation or performance of this Agreement will be resolved at the request of either party through binding arbitration. Arbitration will be conducted in the State of Florida, under the rules and procedures of the American Arbitration Association ("AAA"). The parties will

request that AAA appoint a single arbitrator.

15.5 **Assignment**. This Services Agreement is not assignable by either party. Neither party shall be required to act reasonably in connection with an assignment or request for consent.

15.6 **Waiver.** Waiver by any party of strict performance of any provision of this Agreement must be in writing and signed by the party adversely affected thereby. Such waiver shall not be a waiver, or prejudice the party's right to require strict performance, of the same provision in the future, or any other provision.

15.7 **Counterparts.** This Agreement and any Statement of Work may be executed in any number of counterparts, each of which will be deemed an original, but all such counterparts together constitute one and the same instrument.

15.8 **Publicity; Use of Trademarks.** Neither Party shall make any public statements or announcements relating to this Agreement without the prior written consent of the other Party. Neither Party shall display or use, in advertising or otherwise, any of the other Parties' trade names, logos, trademarks, service marks or other indicia of origin without the other Party's prior written consent, provided that such consent may be revoked at any time.

15.9 **Attorney Review.** The parties hereto represent that each has retained counsel who review this Agreement.

15.10 **Approval.** Whenever this Agreement calls for, permits, or requires that the other party approve or consent then, unless otherwise stated, the party of whom the approval or consent is requested shall respond in a commercially reasonable manner. The response may include, among other things, a request for appropriate additional information, an approval subject to conditions or modifications, or a denial; but in each case other than approval should include some explanation of the reasons or basis for the decision. The approving party shall be deemed to respond in a commercially reasonable manner if it has considered the value of its properties and assets, exposure to risk, the effect on its operations, and such other matters as a reasonable person would consider. In the event of a dispute, a rejection or disapproval shall not be deemed unreasonable due to the reasons or

basis for the decision having been poorly explained so long as the explanation was given in good faith.

15.11 **Attorney Fees**. In the event that a dispute under this Agreement results in the filing of litigation over arbitration proceedings, then the prevailing party shall be entitled to an award of its reasonable attorney's fees.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective authorized representatives as of the date first written above.

Pivot Education, Inc.

a Florida nonprofit corporation

By: _____

Charter School Services Corporation, Inc.,
a Delaware nonprofit corporation

By: _____
Print Name: Richard Moreno

Executive Director
Title

STATEMENT OF WORK

The following provisions entered into this _____ day of _____ are designated in accordance with the Services Agreement dated _____, which is incorporated herein by reference. CSSCI agrees to provide Pivot Education, Inc. (the "School") with the following marked business services.

I. OPTIONS FOR SERVICES:

A. ACCOUNTING AND FINANCE SERVICES

1. General Accounting.

a. Establish and maintain an accounts payable system in accordance with best practices, including but not limited to:

1) Set up accruals for expenses, account for expenses in accord with the School's written policy attached (which shall control as to any conflict with this Statement of Work) and reconcile them on month closing.

2) Process accounts payable information on a biweekly basis, paying all bills received by the 1st of the month (and at any time during business hours for items requiring immediate payment), based on invoices, signed purchase orders, and any other supporting documentation properly coded with general ledger account numbers and approved for payment by the School's management.

3) Notify School of any repetitive payment (including rent to landlords, utility bills, etc.) as to which School has not timely requested payment.

4) Prepare checks for payments requested and forward checks with related information to the School's management for signature. Pre-numbered checks shall be maintained on site at all times in a locked, controlled manner and any MICR encoding machines kept on site must be secured in a locked cabinet, and software controlling such machines shall be secure.

5) Prepare analysis of expense and expense trends as requested.

6) Research and respond to billing and payment questions.

b. Set up accruals for receivables and maintain an accounts receivable system in accordance with best practices, including but not limited to:

1) Establish accounts receivable and accrue for the same, including Parent accounts.

2) Process cash and other receipts based on copies of checks received copies of receipts, deposit slips and any other supporting documents properly coded with general ledger account numbers by the School's management. The School will be responsible for depositing cash and checks to the School-designated bank. CSSCI will provide receivables reports, but will have no collection obligations.

3) Provide by the 10th day of each month the Aging Accounts Receivables Report for the prior month.

c. Reconcile bank accounts to ensure all activity has been recorded in the general ledger completely and accurately. Provide by the 20th day of each month a Bank Reconciliation Report.

d. Provide by the 10th day of each month a Cash Flow Report as to receipts and payments from the previous month.

e. Attend all meetings of the School's Board of Directors to explain the financials.

f. By the 20th of each month, provide monthly reports as required by The School Board ("DISTRICT").

g. Prepare all required journal entries, including recording bank and investment activities, expense prepaid items, fixed asset entries, recording depreciation, recognizing deferred revenue and other accruals, record payroll entries and payroll allocations in the general ledger, etc.

h. Prepare significant account reconciliations and summaries to ensure that transactions have been recorded accurately and completely. These will include accounts such as contributions receivable, prepaid expenses, fixed assets, accounts payable, accrued expenses, deferred revenue, temporarily restricted net assets and net assets released, etc.

i. Perform necessary monthly closing procedures after all adjustments have been made. This will include ensuring that all journals and reports are printed and available to the School (i.e., a general ledger, aged accounts payable, cash disbursement journal, etc.).

j. Prepare the monthly financial statements, including a statement of position, statements of activities (cash flow), budget vs. actual, as well

as any other custom designed reports necessary for the School's management and the Board, at both the business unit level and consolidated level.

2. Quarterly Services.

Prepare and submit the quarterly financial reports required by DISTRICT. Such reports will be designed to be generated automatically from the accounting system.

3. Annual Audit-Related Services.

a. Perform the year-end close and prepare for an annual audit.
b. Meet with the independent auditor to plan the audit.
c. Prepare audit schedules.
d. Provide support to audit fieldwork staff, including production of documents, preparation of work papers ordinarily done by management, and advise the School staff during the audit process.
e. Review the draft audited financial statements on behalf of the School.

4. Annual Budget.

Assist with the preparation of the annual budget, including meeting with department heads and providing templates (including historic expense and income) as a tool for the budget preparation, gathering completed templates, compiling into a complete budget, discussing the proposed budget with management, finalizing the budget for presentation to DISTRICT, assisting School leadership with budget implementation oversight, input of the budget, and undertaking any budget modification.

5. Meetings.

Be available for financial and accounting consultation and meeting upon request and to respond to technical issues as they arise.

B. PAYROLL SERVICES

1. Processing Payroll Data.

a. Manage and transmit payroll on a semi-monthly basis by:

1) Collecting time, attendance and leave use information from

employees for the appropriate pay periods.

2) Performing any file maintenance to the payroll information to include setting up new employees, terminating departing employees, making changes to employee payroll data such as number of exemptions, changes to personal information, pay rate changes, changes in deductions, etc.

3) Transmitting payroll data to the payroll service bureau.

4) Managing and tracking employee leave accruals through the payroll service bureau, if applicable.

5) Processing necessary benefit remittances from payroll, i.e., retirement plan contributions.

6) Processing garnishment checks as necessary.

7) Reviewing payroll reports upon arrival and providing a copy of the payroll reports to the accounting outsourcing team for the proper allocation of payroll.

8) At year end, ensuring the accuracy of all employee information for W2's, and addressing special tax items such as group term life, third party sick pay, taxable fringe benefits, etc.

9) Managing the retirement plan by recording the School's employer contribution and coordinate the remittance and any allocation of payments on a per pay period basis.

10) Coordinating the processing and repayment of any employee retirement plan loans.

C. HUMAN RESOURCES

1. Maintain the employee handbook to ensure its compliance with employment laws and update the employee handbook as necessary when policies are added or changed.

2. Maintain a complete fringe benefit program for the School by helping employees resolve benefits related questions that pertain to group health, life and disability insurance, retirement plans and flexible spending accounts.

3. Evaluate and consider entertaining bids on all benefit plans on an annual basis to ensure the most appropriate plans are being offered by the School.

4. Coordinate annual or semi-annual meetings with employees and benefits representatives to ensure employees understand their benefits.

5. Provide all benefits administration to include processing new hire and terminated employee paperwork, ensuring compliance with COBRA and HIPPA, managing COBRA elections, and tracking the use of family and medical leave.

6. Work with the managers of the School and the employees to address and handle any employee relations issues that arise.

The services above do not include the implementation of a leave system. Should such a system be desired, a separate fee quote for this process will be provided.

II. CSSCI'S RESPONSIBILITIES:

CSSCI is responsible for performance of the Services described in this Statement of Work in accordance with the Services Agreement dated _____, which shall control over this Statement of Work, except as to provisions having a specific statement that this Statement of Work shall control. Services shall be in accordance with the School's policies.

Furthermore, CSSCI is responsible for complying with professional standards and performing the above Services in accordance with Statements on Standards for Accounting and Review Services (SSARS) as established by the American Institute of Certified Public Accountants (AICPA). However, the School is subject to the Charter Requirements as stated in 4.1 of the Services Agreement, and CSSCI will also perform its Services in accordance therewith.

CSSCI will provide advice and recommendations to assist the School's management in performing its functions and making decisions. All work shall be performed on site or at CSSCI's office at 1225 S.E. 2nd Avenue, Fort Lauderdale, Florida unless otherwise agreed to in advance and memorialized by the parties in writing.

III. THE SCHOOL'S RESPONSIBILITIES:

The School shall make all management decisions and performing all management functions, including determining account coding of transactions. The School shall notify CSSCI of service requirement changes, communicate the content of this Agreement and related new policies and procedures to the School staff and provide CSSCI with accurate and complete underlying information required for the monthly Services in a timely manner.

The School will also notify CSSCI if it becomes aware that CSSCI's Services are inadequate or contain errors. However, it is understood the School does not and will not

employ accounting experts to evaluate the adequacy of the Services and shall not be responsible for the results of these Services. The School's management will assist CSSCI in implementing reasonable recommendations to improve the consistency and efficiency of procedures throughout the organization as necessary.

I select the following options:

A.	**Accounting and Finance Services**	$_100.00_ per student (annual)
B.	**Payroll Services**	$___0.0__ per student (annual)
C.	**Human Resources**	$___0.0__ per student (annual)

Pivot Education, Inc.

By: _____

CHARTER SCHOOL SERVICE CORPORATION, INC.

By: _____
Authorized Signature

Richard Moreno
Printed Name

Executive Director
Title

Indebtedness has become due and payable, for any reason. This Agreement will be governed by, and interpreted according to, Florida law.

12. Binding Effect. This Agreement shall be binding upon and inure to the benefit of Debtor and Secured Party and their respective heirs, personal representatives, successors, and assigns.

Debtor and Secured Party have executed this Security Agreement on the date listed on the first page of this agreement.

DEBTOR

PIVOT EDUCATION, INC.

By:_____

Its _____

SECURED PARTY

ADVANCED ACADEMICS, INC.

By:_____

Its _____

Appendix K: AAI Standards Alignment

Documentation of Alignment

Advanced Academics M/J Language Arts I
(Course ID: 1001010)
ELA Common Core State Standards (6th Grade)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 6						
Cluster 1: Key Ideas and Details						
LACC.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		342920	MSLA 6B: Unit 1: Reading Poetry Lesson: Reading Poetry for the Main Idea Lesson: The Writing Process: Responding to Poetry Second semester Instruction on questioning strategies in reading poetry. Students complete a graphic organizer for questions and responses over example poem and complete interactive practice on responding to poetry. Students are then guided through steps in writing process, including proper citation form. Poetry analysis is modeled through several interactive practices.	117279	MSLA 6B: Unit 1 Paper: Response to Poetry Second semester In a graded, formative writing product, students follow a process for analyzing and writing about a selected poem.

LACC.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		342867 342869	MSLA 6A: Unit 2: Reading the Narrative Lesson: After You Read "The White Seal" Summarizing the Story Lesson: The Writing Process: Summary First semester Interactive review to check understanding of reading selection. Students complete graphic organizer to order events of short story, and read example summary over story. Students are guided through the writing process and practice writing summaries. MSLA 6B U3: Reading the Drama • Elements of Fiction: Theme, Point of View, and Narrator • U3: In a text-based lesson, students receive explicit instruction on theme, point of view, and narrator. Through interactive practice exercises, students read selections	117242	MSLA 6A: Unit 2 Activity: Writing a Summary First semester In a writing assignment, students summarize a short story focusing on main idea, characters, setting, and important details. MSLA 6A U7 Assignment: Theme and Symbolism Students answer multiple choice and true/false questions about theme from reading selection. MSLA 6B U3: Theme, Point of View, Narrator Practice Exercise Students read a short selection to identify theme. They also provide a brief explanation of the identified theme. MSLA 6B U6 Assignment: Identifying Theme Students answer multiple choice and true/false questions related to theme of reading selections.

LACC.6.RL.1.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		342865 342867	MSLA 6A: Unit 2: Reading the Narrative Lesson: Skills for Reading: Short Story Elements Lesson: After You Read "The White Seal" First semester In a text-based lesson, students learn the elements of a short story and how they work together to tell the plot. An example story is given to show students how the plot develops and resolves. Then students read a story and describe the plot. MSLA 6B U6: Reading Narratives • While You Read Out of the Dust U6: In a text-based lesson, student view how to use a graphic organizer as a note taking tool for reading a novel. There is also interactive guided reading practice.	342990	MSLA 6B Unit 6 Lesson: While You Read *Out of the Dust* In an ungraded practice exercise, students complete a graphic organizer focusing on elements of novel while reading.
Cluster 2: Craft and Structure						
LACC.6.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		342866	MSLA 6A: Unit 2: Reading the Narrative Lesson: Before You Read "The White Seal" Vocabulary Skills: Shades of Meaning First semester In a text-based lesson with practice exercise, students receive instruction on connotative and denotative meanings of words and interactive practice to select most precise word for a sentence.	117258	MSLA 6A: Unit 5 Assignment: Literary Devices and Elements First semester Students answer multiple choice and true/false questions about what tone or mood is conveyed in a selection.

LACC.6.RL.2.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		342904	MSLA 6A: Unit 6: Skills for Reading Lesson: Skills for Reading: Plot First semester Students read *Hatchet* and analyze the structure of the text, including how specific parts contribute to the plot.	120715	MSLA 6A: Unit 6 Activity: Plot in *Hatchet* First semester In a graded, formative assessment, students choose a chapter in *Hatchet* that they feel is significant to the plot of the novel and they write about why this chapter is significant to the plot using evidence from the text.
LACC.6.RL.2.6	Explain how an author develops the point of view of the narrator or speaker in a text.		342872 342873	MSLA 6A: Unit 3: Writing the Narrative Lesson: Skills for Reading: Point of View Video: A "Great" Point of View First semester In a text-based lesson, instruction is on different points of view. A video demonstrates how point of view affects the perspective of the story. Students read "Wild Rice Moon" by Winona Laduke and answer comprehension questions related to point of view.	120223	MSLA 6A: Unit 3 Activity: Point of View in "Eleven" First semester In a graded, formative writing product, students analyze point of view in a text.
Cluster 3: Integration of Knowledge and Ideas						

LACC.6.RL.3.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		342994	MSLA 6B: Unit 6: Monumental Life Events Lesson: After You Read: *Out of the Dust* Second semester Students read *Out of the Dust* by Karen Hesse and watch a video component to the movie. They will then compare and contrast them.	120720	MSLA 6B: Unit 6 Required Chat: Comparing a Book to a Video Second semester Students complete a chart comparing and contrasting *Out of the Dust* to a video including what they see and hear in each. They discuss the information with a teacher.
LACC.6.RL.3.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		350539	MSLA 6B: Unit 1: Reading Poetry Lesson: Comparing a Poem to a Narrative Essay Second semester Students read the poem "Turning" by Diane Glancy and the narrative article "Remembering the Great Depression" by Marie Wagar and compare and contrast the similar topic and theme in both.	117312	MSLA 6B: Unit 5 Paper: Comparing Two Genres Second semester In a graded, formative writing product, students compare and contrast a short story and a selected mythological tale.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			Throughout Language Arts 6A and 6B, students self-select texts. They also are required to read the novels Hatchet and Out of the Dust. Below are examples of texts required in 6A and 6B: Kipling, Rudyard. "The White Seal." O.Henry. "The Gift of the Magi." Laduke, Winona. "Wild Rice Moon - A Brief Article."	117242	MSLA 6A and MSLA 6B Students write in response to reading selections and answer questions (multiple choice, true/false, short and long answer) on a variety of assessments throughout both semester courses to demonstrate understanding of reading selections. MSLA 6A: Unit 2 Activity: Writing a Summary First semester In a graded, formative writing product, students self-select a story or play from a list to read and summarize the text that they chose.
Strand: Reading Standards for Informational Text 6						
Cluster 1: Key Ideas and Details						

LACC.6.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		342928 342934 342940	MSLA 6A: Unit 8: Expository Writing Lesson: Skills for Reading: Expository Text Video: Inferences and Drawing Conclusions Lesson: Citing Sources of Information First semester In a text-based and video lessons, students review expository purposes and learn techniques for close reading for newspapers, magazines, and other expository texts. Students watch a video lesson on inferences and drawing conclusions. Correct format for citing sources is modeled.	342928	MSLA 6A: Unit 8 Lesson: Skills for Reading: Expository Test First semester Through practice exercises, students practice close reading of text and answer questions.

LACC.6.RI.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		342929 342935	MSLA 6A: Unit 8: Expository Writing Lesson: Literary Techniques: Persuasion Lesson: Before You Read Expository Texts First semester In a text-based lesson, explanation of how persuasive details are used to support an argument. The lesson includes writing fallacies and determining solid evidence and central idea and note-taking strategies. MSLA 6B: Unit 7: Media Literacy Lesson: Overview of Media Literacy Lesson: Before You Read: Newspapers and Magazines Second semester In a text-based lesson, students read an analysis of opinion piece and the details that support main idea. Modeling is provided of close reading strategies for students to evaluate media opinion pieces.	120420	MSLA 6A: Unit 8 Activity: Comparing Two Articles First semester In a graded, formative writing product, students determine the central idea of an article and provide a summary of the text supported by evidence in the article.
LACC.6.RI.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		342854	MSLA 6A: Unit 1: Finding Information Lesson: Forms and Purposes of Writing First semester In a text-based lesson, students learn about how and why individuals, events, and ideas are developed and interact in a text.	342854	MSLA 6A U1 Lesson: Forms and Purposes of Writing In a practice exercise, students answer short answer practice questions based on an article. The questions cover individuals, events, and ideas and how they are developed and interact in the text.
Cluster 2: Craft and Structure						

LACC.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		342866	MSLA 6A: Unit 2: Reading the Narrative Lesson: Before You Read "The White Seal" First semester In a text-based lesson, students learn about connotation, technical meaning of words, and figurative meaning. Students also read an article ("Seals" by Klaus Berberich) and analyze the connotative, technical, and figurative meanings of words in the article.	342866	MSLA 6A: Unit 2 Lesson: Before You Read "The White Seal" First semester In a practice exercises, students choose words with most precise meaning. Students read an article and answer questions about connotative, technical, and figurative meanings of words in the article.
LACC.6.RI.2.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		342872	MSLA 6A: Unit 3: Writing the Narrative Lesson: Skills for Reading: Point of View First semester In a text-based lesson, students learn about the structure of a text, read "Eleven" by Sandra Cisneros, and analyze its structure.	120223	MSLA 6A: Unit 3 Activity: Point of View in "Eleven" In a graded, formative assessment on "Eleven," students analyze how a specific paragraph shows the overall theme of the text.
LACC.6.RI.2.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in them text.		342872	MSLA 6A: Unit 3: Writing the Narrative Lesson: Skills for Reading: Point of View First semester In a text-based lesson, students learn about the structure of a text, read "Eleven" by Sandra Cisneros, and analyze its structure.	117232	MSLA 6A: Unit 1 Test: First semester In a graded multiple choice assessment, students answer questions about point of view.
Cluster 3: Integration of Knowledge and Ideas						

LACC.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			MSLA 6A and MSLA 6B Both 6th grade Language Arts courses present information to students in a variety of formats. They read print and digital text, view instructional videos, and navigate through course content online.	120417	MSLA 6A: Unit 8 Discussion: Expository Text First semester Students complete a discussion question where they must locate an expository text and post a discussion about what they read. They then must respond to their peers' posts.
LACC.6.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		342939	MSLA 6B: Unit 2 Persuasion and Argument Lesson: Reading Persuasive Texts Second semester Students receive direct instruction and practice in facts and opinions, bias, and persuasive elements, such as propaganda through a text-based lesson. They watch a video called "Faulty Arguments, Errors, and Misleading Presentations." Students also look at how bar and line graphs can be manipulated to skew data's effects and get practice in reading across the curriculum by researching both sides of climate change and analyzing data for validity and credibility of sources.	352363 352366 352362 352367	MSLA 6B: Unit 2: Persuasion and Argument Lesson: Argumentative Essay: Outline, Word Choice, Paragraphs Lesson: Argumentative Essay: Introduction and Conclusion Lesson: Argumentative Essay: First Draft Lesson: Argumentative Essay: Final Draft Second semester Throughout each lesson, students receive instruction on how to construct and revise an argumentative essay using an example essay for identifying claims and evidence.

LACC.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		342928	MSLA 6A: Unit 8: Expository Writing Lesson: Expository Writing First semester Students read two articles on Native American languages disappearing ("Native Americans Find Their Voice" by Paul Harris and "The Critical Need for Recovery of Native American Languages" by Kay Heitkamp) and compare and contrast them.	120420	MSLA 6A: Unit 8 Activity: Comparing Two Articles First semester In a graded long answer question, students compare and contrast two articles about Native American languages focusing on the authors'' presentation of events in the articles.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.6.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		342936 343003	MSLA 6A: Unit 8: Expository Writing Lesson: After You Read Expository Texts First semester Students self-select an expository text to read. MSLA 6B: Unit 7: Media Literacy Lesson: Before You Read: Newspapers and Magazines Second semester Students self-select a magazine and a newspaper to read in the 6th-8th grade complexity range.	120417 117338	MSLA 6A: Unit 8 Discussion: Expository Text First semester Students complete a discussion based on a self-selected expository text. MSLA 6B: Unit 8 Paper: Research Report Students select outside source materials for a research project on a topic of their own choosing.
Strand: Writing Standards 6						
Cluster 1: Text Types and Purposes						
LACC.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence					

LACC.6.W.1.1.a		Introduce claim(s) and organize the reasons and evidence clearly.	352361	MSLA 6B: Unit 2: Persuasion and Argument Lesson: Persuasion to Argument Second semester In a text-based lesson, students are instructed on how to provide claims, evidence, sources, counterargument, and rebuttal.	122634	MSLA 6B: Unit 2 Paper: Argumentative Essay Second semester In a graded writing product including feedback from teacher via rubric, students choose an argumentative topic and provide claims, evidence, counterargument, and rebuttal.
LACC.6.W.1.1.b		Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	352361	MSLA 6B: Unit 2: Persuasion and Argument Lesson: Persuasion to Argument Second semester In a text-based lesson, students are instructed on how to provide claims, evidence, sources, counterargument, and rebuttal.	122634	MSLA 6B: Unit 2 Paper: Argumentative Essay Second semester In a graded writing product including feedback from teacher via rubric, students choose an argumentative topic and provide claims, evidence, counterargument, and rebuttal.
LACC.6.W.1.1.c		Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	352363	MSLA 6B: Unit 2: Persuasion and Argument Lesson: Argumentative Essay: Outline, Word Choice, Paragraphs Second semester In a text-based lesson, students are instructed on how to write an outline for an argumentative essay, use word choice to provide transitions and formality, and construct paragraphs with topic sentences.	122634	MSLA 6B: Unit 2 Paper: Argumentative Essay Second semester In a graded writing product including feedback from teacher via rubric, students choose an argumentative topic and provide claims, evidence, counterargument, and rebuttal.

LACC.6.W.1.1.d		Establish and maintain a formal style.	352363	MSLA 6B: Unit 2: Persuasion and Argument Lesson: Argumentative Essay: Outline, Word Choice, Paragraphs Second semester In a text-based lesson, students are instructed on how to write an outline for an argumentative essay, use word choice to provide transitions and formality, and construct paragraphs with topic sentences.	122634	MSLA 6B: Unit 2 Paper: Argumentative Essay Second semester In a graded writing product including feedback from teacher via rubric, students choose an argumentative topic and provide claims, evidence, counterargument, and rebuttal.
LACC.6.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	352366	MSLA 6B: Unit 2: Persuasion and Argument Lesson: Argumentative Essay: Introduction and Conclusion Second semester In a text-based lesson, students are instructed on how to construct an introduction and conclusion paragraph for an argumentative essay.	122634	MSLA 6B: Unit 2 Paper: Argumentative Essay Second semester In a graded writing product including feedback from teacher via rubric, students choose an argumentative topic and provide claims, evidence, counterargument, and rebuttal, introduction, and conclusion.
LACC.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

LACC.6.W.1.2.a		Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	342943	MSLA 6A: Unit 8: Expository Writing Lesson: The Writing Process: Expository First semester Text-based instruction and modeling of expository writing.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. Essays are organized into five paragraphs with appropriate transitions. The essay is a graded, formative assessment.
LACC.6.W.1.2.b		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	342943	MSLA 6A: Unit 8: Expository Writing Lesson: The Writing Process: Expository First semester Text-based instruction and modeling of expository writing.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. Essays are organized into five paragraphs with appropriate transitions. The essay is a graded, formative assessment.
LACC.6.W.1.2.c		Use appropriate transitions to clarify the relationships among ideas and concepts.	342943	MSLA 6A: Unit 8: Expository Writing Lesson: The Writing Process: Expository First semester Text-based instruction and modeling of expository writing.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. Essays are organized into five paragraphs with appropriate transitions. The essay is a graded, formative assessment.

ELACC.6.W.2.d		Use precise language and domain-specific vocabulary to inform about or explain the topic.	342943	MSLA 6A: Unit 8: Expository Writing Lesson: The Writing Process: Expository First semester Text-based instruction and modeling of expository writing.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. Essays are organized into five paragraphs with appropriate transitions. The essay is a graded, formative assessment.
ELACC.6.W.2.e		Establish and maintain a formal style.	342943	MSLA 6A: Unit 8: Expository Writing Lesson: The Writing Process: Expository First semester Text-based instruction and modeling of expository writing.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. Essays are organized into five paragraphs with appropriate transitions. The essay is a graded, formative assessment.
LACC.6.W.1.2.f		Provide a concluding statement or section that follows from the information or explanation presented.	342943	MSLA 6A: Unit 8: Expository Writing Lesson: The Writing Process: Expository First semester Text-based instruction and modeling of expository writing.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. Essays are organized into five paragraphs with appropriate transitions. The essay is a graded, formative assessment.
LACC.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					

LACC.6.W.1.3.a		Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	342882	MSLA 6A: Unit 3: Writing the Narrative Lesson: The Writing Process: Developing the Narrative First semester U3: Review of the writing process as it relates to the development of narrative	117249	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense.
LACC.6.W.1.3.b		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	342882	MSLA 6A: Unit 3: Writing the Narrative Lesson: The Writing Process: Developing the Narrative First semester U3: Review of the writing process as it relates to the development of narrative	117249	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense.
LACC.6.W.1.3.c		Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	342882	MSLA 6A: Unit 3: Writing the Narrative Lesson: The Writing Process: Developing the Narrative First semester U3: Review of the writing process as it relates to the development of narrative	117249	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense.

LACC.6.W.1.3.d		Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	342882	MSLA 6A: Unit 3: Writing the Narrative Lesson: The Writing Process: Developing the Narrative First semester U3: Review of the writing process as it relates to the development of narrative	117249	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense.
LACC.6.W.1.3.e		Provide a conclusion that follows from the narrated experiences or events.	342882	MSLA 6A: Unit 3: Writing the Narrative Lesson: The Writing Process: Developing the Narrative First semester U3: Review of the writing process as it relates to the development of narrative	117249	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense.
Cluster 2: Production and Distribution of Writing						

LACC.6.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		342854 342869	MSLA 6A: Unit 1: Finding Information Lesson: Forms and Purposes of Writing First semester In a text-based lesson, students recieve an explanation of various purposes for writing. MSLA 6A: Unit 2: Reading the Narrative Lesson: The Writing Process: Summary First semester In a text-based lesson, the writing process is modeled and students practice summarizing.	117249	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense.
LACC.6.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)		342882 352363 352366 352362 352367	MSLA 6A: Unit 3: Writing the Narrative Lesson: The Writing Process: Developing the Narrative First semester Review of the writing process in a text-based lesson as it relates to the development of narrative. MSLA 6B: Unit 2: Persuasion and Argument Lesson: Argumentative Essay: Outline, Word Choice, Paragraphs Lesson: Argumentative Essay: Introduction and Conclusion Lesson: Argumentative Essay: First Draft Lesson: Argumentative Essay: Final Draft Second semester In a text-based lesson, demonstration of steps in the writing process related to persuasive writing.	117249 122634	MSLA 6A: Unit 3 Paper Assessment: Write a Narrative First semester Students are required to write a narrative with appropriate sequencing of events in plot. The narrative should have a clear setting and consistent point of view. The narrative should also use sensory details to slow pacing and build suspense. MSLA 6B: Unit 2 Paper: Argumentative Essay Second semester In a graded writing product including feedback from teacher via rubric, students pre-write, outline, draft, revise, and publish an argumentative essay.

LACC.6.W.2.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		342940 352292 122584 122586 352289	MSLA 6A: Unit 8: Expository Writing Lesson: Citing Sources of Information First semester Students learn about internet searching through a text-based lesson. MSLA 6B: Unit 6: Monumental Life Events Lesson: How to Create a PowerPoint Discussion: Publish Your Free Verse Required Chat: Compare a Book and a Video Lesson: Multimedia Project Instructions Second semester Students use technology to create a slideshow, publish a free verse poem, chat with a teacher about a book and a video, and give a speech using their slideshow as a visual aid.	117288 122584 122586 122588	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice. MSLA 6B: Unit 6 Discussion: Publish Your Free Verse Required Chat: Compare a Book and a Video Project: Multimedia Presentation and Speech Second semester Students use technology to participate in a discussion thread and publish a free verse poem, chat with a teacher about a novel and video, and present their slideshow presentation along with their speech.
Cluster 3: Research to Build and Present Knowledge						
LACC.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		342940	MSLA 6A: Unit 8: Expository Writing Lesson: Citing Sources of Information First semester Students learn about internet searching through a text-based lesson.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice.

LACC.6.W.3.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		342940 343010	MSLA 6A: Unit 8: Expository Writing Lesson: Citing Sources of Information First semester Students recieve text-based instruction on internet searching, quoting, paraphrasing, summarizing sources, and avoiding plagiarism. MSLA 6B: Unit 7: Media Literacy Lesson: Evaluating Television and Web Resources Second semester Explanation of using criteria to evaluate television and web resources.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice.
LACC.6.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.6.W.3.9.a		Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	342928 342934	MSLA 6A: Unit 8: Expository Writing Lesson: Skills for Reading: Expository Text Video: Inferences and Drawing Conclusions First semester Students watch a video lesson on making inferences and drawing conclusions about literary text. Students also read a nonfiction piece and answer questions about the main idea and supporting ideas.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice.

LACC.6.W.3.9.b		Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	342928 342934	MSLA 6A: Unit 8: Expository Writing Lesson: Skills for Reading: Expository Text Video: Inferences and Drawing Conclusions First semester Students watch a video lesson on making inferences and drawing conclusions about literary text. Students also read a nonfiction piece and answer questions about the main idea and supporting ideas.	117288	MSLA 6A: Unit 8 Paper: Expository Essay First semester Students use online research resources to support ideas in an expository essay over a topic of their choice.
Cluster 4: Range of Writing						
LACC.6.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			MSLA 6A and 6B Students write routinely in both MSLA 6A and 6B. They write journal entries and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students communicate with teachers via e-mail and chats. These communications cover a variety of academic tasks.	117253 117260	Examples of routine writing can be found in MSLA 6A and 6B. MSLA 6A: Unit 4 Activity Reading *Hatchet* Chapters 1-3 First semester Students compose a journal entry about their reading that answers questions about what they read and they predict what is going to happen in the rest of the book. MSLA 6A: Unit 5 Activity Reading *Hatchet* Chapters 4-8 Students compose a journal entry about their reading that answers questions about what they read and what the setting is like and how it affects the main character.
Strand: Speaking and Listening Standards 6						

Cluster 1: Comprehension and Collaboration						
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
LACC.6.SL.1.1.a		Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	342859	All Language Arts courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussions cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120717 122637 122636	MSLA 6A: Unit 1 Discussion: The Recursive Nature of the Writing Process First semester Students collaboratively discuss the virtues of the writing process and compare it to their own process. MSLA 6B: Unit 2 Required Chat: Argumentative Claims for Essay After conducting research and writing an outline, students contact a teacher to discuss their argumentative claims, topic sentences, counterargument and rebuttal. MSLA 6B: Unit 2 Discussion: Research Resources Through a discussion thread, student research and list two resources that may be useful for the argumentative topics. They also make comments and use other student's suggestions.
LACC.6.SL.1.1.b		Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.

LACC.6.SL.1.1.c		Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.	120718 122637 122586	MSLA 6B: Unit 7 Discussion: Is it Credible? Second semester Students post a website that would not be considered an academically credible source and their classmates agree or disagree using the evaluation criteria listed in the previous lesson. MSLA 6B: Unit 2 Required Chat: Argumentative Claims for Essay Second semester After conducting research and writing an outline, students contact a teacher to discuss their argumentative claims, topic sentences, counterargument and rebuttal. MSLA 6B: Unit 6 Required Chat: Compare a Book and a Video Second semester After reading *Out of the Dust* and watching a related video, students ask and answer questions in a chat
LACC.6.SL.1.1.d		Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.	122586	MSLA 6B: Unit 6 Required Chat: Compare a Book and a Video Second semester After reading Out of the Dust and watching a related video, students ask and answer questions in a chat with their teacher.

LACC.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		352295 352296 352297	MSLA 6B: Unit 6: Monumental Life Events Lesson: Create Slides 1 and 2 of Multimedia Project Lesson: Create Slides 3 and 4 of Multimedia Presentation Lesson: Create Slides 5 and 6 of Multimedia Presentation Second semester Through text-based lessons, students are guided through using diverse media and formats such as using websites, articles, and graphics to include on their multimedia presentation related to the Dust Bowl.	122588	MSLA 6B: Unit 6 Project: Multimedia Presentation and Speech Second semester Students complete a summative presentation related to the Dust Bowl using diverse media and formats.

LACC.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		342929	MSLA 6A: Unit 8: Expository Writing Lesson: Literary Techniques: Persuasion First semester A text based lesson explains how to find argument and audience of a text, as well as how to identify fallacies.	342929 352363 352366 352362 352367	MSLA 6A: Unit 8 Lesson: Literary Techniques: Persuasion Worksheet First semester In an ungraded practice exercise, students view "Being Young and Making an Impact" by Natalie Warne and complete a worksheet asking them to identify the argument, audience, main claims, and supporting evidence of the speech. MSLA 6B: Unit 2: Persuasion and Argument Lesson: Argumentative Essay: Outline, Word Choice, Paragraphs Lesson: Argumentative Essay: Introduction and Conclusion Lesson: Argumentative Essay: First Draft Lesson: Argumentative Essay: Final Draft Second semester Throughout each lesson, students receive instruction on how to construct and revise an
Cluster 2: Presentation of Knowledge and Ideas						

LACC.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		350093 352299	MSLA 6B: Unit 6: Monumental Life Events Video: Presentations: More Than Words Lesson: Preparing Your Speech Presentation Second semester A video lesson that teaches students ways to make their delivery of presentations more effective, including eye contact, enunciation, gestures, and posture. A text-based lesson guides students through the elements of giving a speech, using visual aids, having a conversation about the speech, and self-evaluation.	122588	MSLA6B: Unit 6 Paper: Multimedia Presentation and Speech Second semester Students are guided through creating a slideshow presentation which they use as the visual aid for a 2-3 minute speech that they give to an adult/peer. After completing the speech, they have a conversation with the listener and provide reflection.
LACC.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		352292 352289	MSLA 6B: Unit 6: Monumental Life Events Lesson: How to Create a PowerPoint Lesson: Multimedia Project Instructions Second semester In text-based lessons including videos, students are guided through creating a slideshow presentation to accompany their speech.	122588	MSLA 6B: Unit 6 Project: Multimedia Presenation and Speech Second semester Students complete a summative multimedia presentation based on items related to *Out of the Dust* . The multimedia presentation is the visual aid for the 2-3 minute speech.

LACC.6.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)		342860 352299	MSLA 6A: Unit 1: Finding Information Lesson: The Writing Process First semester Through a text-based lesson, students learn to evaluate their writing and make revisions based on feedback. MSLA 6B: Unit 6: Monumental Life Events Lesson: Preparing Your Speech Presentation Second semester Students prepare a speech and perform it for an adult/peer. Based on feedback, students reflect on changes needed.	122588	MSLA6B: Unit 6 Paper: Multimedia Presentation and Speech Second semester Students are guided through creating a slideshow presentation which they use as the visual aid for a 2-3 minute speech that they give to an adult/peer. After completing the speech, they have a conversation with the listener and provide reflection.
Stand: Language Standards 6						
Cluster 1: Conventions of Standard English						
LACC.6.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					

LACC.6.L.1.1.a		Ensure that pronouns are in the proper case (subjective, objective, possessive).	342868 342965	MSLA 6A U2: Reading the Narrative Lesson: Grammar and Usage: Sentence and Clauses First semester In a text-based lesson, students review and practice identifying sentence structures MSLA 6B: Unit 4: Real Life Applications Lesson: Grammar and Usage: Pronouns Second semester Text-based instruction on possessive pronouns. Students also learn to distinguish between reflexive and intensive pronouns.	117238	MSLA 6A: Unit 2 Test: Reading the Narrative First semester In a graded multiple choice assessment, students answer questions related to sentences and clauses. MSLA 6B: Unit 4 Test: Real Life Applications Second semester In a graded multiple choice assessment, students answer questions that distinguish between reflexive and intensive pronouns.
LACC.6.L.1.1.b		Use intensive pronouns (e.g., myself, ourselves).	342868 342965	MSLA 6A U2: Reading the Narrative Lesson: Grammar and Usage: Sentence and Clauses First semester In a text-based lesson, students review and practice identifying sentence structures MSLA 6B: Unit 4: Real Life Applications Lesson: Grammar and Usage: Pronouns Second semester Text-based instruction on possessive pronouns. Students also learn to distinguish between reflexive and intensive pronouns.	117238	MSLA 6A: Unit 2 Test: Reading the Narrative First semester In a graded multiple choice assessment, students answer questions related to sentences and clauses. MSLA 6B: Unit 4 Test: Real Life Applications Second semester In a graded multiple choice assessment, students answer questions that distinguish between reflexive and intensive pronouns.

LACC.6.L.1.1.c		Recognize and correct inappropriate shifts in pronoun number and person.*	342868 342965	MSLA 6A U2: Reading the Narrative Lesson: Grammar and Usage: Sentence and Clauses First semester In a text-based lesson, students review and practice identifying sentence structures MSLA 6B: Unit 4: Real Life Applications Lesson: Grammar and Usage: Pronouns Second semester Text-based instruction on possessive pronouns. Students also learn to distinguish between reflexive and intensive pronouns.	117238	MSLA 6A: Unit 2 Test: Reading the Narrative First semester In a graded multiple choice assessment, students answer questions related to sentences and clauses. MSLA 6B: Unit 4 Test: Real Life Applications Second semester In a graded multiple choice assessment, students answer questions that distinguish between reflexive and intensive pronouns.
LACC.6.L.1.1.d		Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	342868 342965	MSLA 6A U2: Reading the Narrative Lesson: Grammar and Usage: Sentence and Clauses First semester In a text-based lesson, students review and practice identifying sentence structures MSLA 6B: Unit 4: Real Life Applications Lesson: Grammar and Usage: Pronouns Second semester Text-based instruction on possessive pronouns. Students also learn to distinguish between reflexive and intensive pronouns.	117238	MSLA 6A: Unit 2 Test: Reading the Narrative First semester In a graded multiple choice assessment, students answer questions related to sentences and clauses. MSLA 6B: Unit 4 Test: Real Life Applications Second semester In a graded multiple choice assessment, students answer questions that distinguish between reflexive and intensive pronouns.

LACC.6.L.1.1.e		Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.*	342868 342965	MSLA 6A U2: Reading the Narrative Lesson: Grammar and Usage: Sentence and Clauses First semester In a text-based lesson, students review and practice identifying sentence structures MSLA 6B: Unit 4: Real Life Applications Lesson: Grammar and Usage: Pronouns Second semester Text-based instruction on possessive pronouns. Students also learn to distinguish between reflexive and intensive pronouns.	117238	MSLA 6A: Unit 2 Test: Reading the Narrative First semester In a graded multiple choice assessment, students answer questions related to sentences and clauses. MSLA 6B: Unit 4 Test: Real Life Applications Second semester In a graded multiple choice assessment, students answer questions that distinguish between reflexive and intensive pronouns.
LACC.6.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

LACC.6.L.1.2.a		Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*	342891 342921	MSLA 6A and 6B Students are expected to follow guidelines of general writing rubric for all written assessments. MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Grammar and Usage: Capitalization Video: Capitalize This! Second semester Students review and practice a variety of capitalization rules, and watch a video on conventions related to capitalization. MSLA 6A: Unit 6: Reading a Novel *Hatchet* Chapters 9-14 Lesson: Grammar and Usage: Commas, Colons, and Semicolons First semester In a text-based lesson with practice exercises, students review sentence structure and read instruction on how to use commas to punctuate compound sentences.	117254 117276	MSLA 6A and 6B Writing assignments in both courses are evaluated for adherence to conventions of standard English, including capitalization, punctuation, and spelling. MSLA 6A: Unit 4 Assignment: Capitalization First semester In a graded multiple choice assessment, students apply knowledge of capitalization rules to answer questions. MSLA 6A: Unit 7 Assignment: Commas, Colons, and Semicolons First semester In a graded multiple choice assessment, students answer questions to apply knowledge of commas, colons, and semicolons.
LACC.6.L.1.2.b		Spell correctly.		MSLA 6A and 6B Students are expected to follow guidelines of general writing rubric for all written assessments.	117327	MSLA 6B: Unit 7 Test: Media Literacy Second semester In a graded multiple choice assessment, students identify misspelled words.
Cluster 2: Knowledge of Language						
LACC.6.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					

LACC.6.L.2.3.a		Vary sentence patterns for meaning, reader/listener interest, and style.*		MSLA 6A and 6B Students are expected to follow guidelines of general writing rubric for all written assessments.		MSLA 6A and 6B Writing assignments in both courses are evaluated for language use, particularly sentence variety, word choice, and voice.
LACC.6.L.2.3.b		Maintain consistency in style and tone.*		MSLA 6A and 6B Students are expected to follow guidelines of general writing rubric for all written assessments.		MSLA 6A and 6B Writing assignments in both courses are evaluated for language use, particularly sentence variety, word choice, and voice.
Cluster 3: Vocabulary Acquisition and Use						
LACC.6.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.					
LACC.6.L.3.4.a		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	342875 342935	MSLA 6A: Unit 3: Writing the Narrative Lesson: Before You Read "The Gift of the Magi" First semester Text-based instruction on using word origins to determine meaning. MSLA 6A: Unit 8: Expository Writing Lesson: Before You Read Expository Texts First semester Text-based instruction on using context clues to determine meaning.	117240	MSLA 6A: Unit 2 Assignment: Increasing Your Vocabulary First semester In a graded multiple choice assessments, students are tested on vocabulary words.

LACC.6.L.3.4.b		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	342875 342935	MSLA 6A: Unit 3: Writing the Narrative Lesson: Before You Read "The Gift of the Magi" First semester Text-based instruction on using word origins to determine meaning. MSLA 6A: Unit 8: Expository Writing Lesson: Before You Read Expository Texts First semester Text-based instruction on using context clues to determine meaning.	117240	MSLA 6A: Unit 2 Assignment: Increasing Your Vocabulary First semester In a graded multiple choice assessments, students are tested on vocabulary words.
LACC.6.L.3.4.c		Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	342875 342935	MSLA 6A: Unit 3: Writing the Narrative Lesson: Before You Read "The Gift of the Magi" First semester Text-based instruction on using word origins to determine meaning. MSLA 6A: Unit 8: Expository Writing Lesson: Before You Read Expository Texts First semester Text-based instruction on using context clues to determine meaning.	117240	MSLA 6A: Unit 2 Assignment: Increasing Your Vocabulary First semester In a graded multiple choice assessments, students are tested on vocabulary words.

LACC.6.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	342875 342935	MSLA 6A: Unit 3: Writing the Narrative Lesson: Before You Read "The Gift of the Magi" First semester Text-based instruction on using word origins to determine meaning. MSLA 6A: Unit 8: Expository Writing Lesson: Before You Read Expository Texts First semester Text-based instruction on using context clues to determine meaning.	117240	MSLA 6A: Unit 2 Assignment: Increasing Your Vocabulary First semester In a graded multiple choice assessments, students are tested on vocabulary words.
LACC.6.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
LACC.6.L.3.5.a		Interpret figures of speech (e.g., personification) in context.	342866 342887	MSLA 6A: Unit 2: Reading the Narrative Lesson: Before Your Read "The White Seal" First semester In a text-based instruction, students learn and practice word connotations. MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Literary Devices: Figurative Language First semester Explanation and examples of different types of figurative language in a text-based lesson.	342887	MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Literary Devices: Figurative Language First semester Explanation and examples of different types of figurative language in a text-based lesson.

LACC.6.L.3.5.b		Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	342866 342887	MSLA 6A: Unit 2: Reading the Narrative Lesson: Before Your Read "The White Seal" First semester In a text-based instruction, students learn and practice word connotations. MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Literary Devices: Figurative Language First semester Explanation and examples of different types of figurative language in a text-based lesson.	342887	MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Literary Devices: Figurative Language First semester Explanation and examples of different types of figurative language in a text-based lesson.
LACC.6.L.3.5.c		Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	342866 342887	MSLA 6A: Unit 2: Reading the Narrative Lesson: Before Your Read "The White Seal" First semester In a text-based instruction, students learn and practice word connotations. MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Literary Devices: Figurative Language First semester Explanation and examples of different types of figurative language in a text-based lesson.	342887	MSLA 6A: Unit 4: Reading a Novel: *Hatchet* Chapters 1-3 Lesson: Literary Devices: Figurative Language First semester Explanation and examples of different types of figurative language in a text-based lesson.

LACC.6.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Throughout Language Arts 6A and 6B, students practice academic and domain-specific words and phrases through lessons, readings, practice exercises, writing products, and unit introduction vocabulary.		Throughout Language Arts 6A and 6B, students practice academic and domain-specific words and phrases through lessons, readings, practice exercises, writing products, and unit introduction vocabulary.

Documentation of Alignment

Advanced Academics M/J Language Arts II (Course ID: 1001040)

ELA Common Core State Standards (7th Grade)

October 15, 2012

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 7						
Cluster 1: Key Ideas and Details						
LACC.7.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343048 343183	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Reading and Comparing a Myth and a Poem	117385 117424	MSLA 7B: Unit 2 Paper: Review and Critique *The Outsiders* Second semester Following the writing process, students produce a five-
LACC.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the		343106 343197	MSLA 7B: Unit 2: Novel *The Outsiders* Chapters 7 – 12 Lesson: Literary Element: Theme Second semester	117385	MSLA 7B: Unit 2 Paper: Review and Critique *The Outsiders* Second semester Students summarize the major events of the story, discuss
LACC.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		343048	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Reading and Comparing a Myth and a Poem	343048	MSLA 7A: Unit 2 Lesson: Reading and Comparing a Myth and a Poem In an ungraded practice exercise, students answer short
Cluster 2: Craft and Structure						

LACC.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		343048 343050	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Reading and Comparing a Myth and a Poem Lesson: Reading –Brer Possum's Dilemma" by Jackie Torrence First semester Two versions of the same myth, one poem and one	343052	MSLA 7A: Unit 2 Lesson: Reading "Sir Gawain and the Green Knight" First semester In a practice exercise after reading the story, students use vocabulary words encountered in the story –Sir Gawain and the Green Knight" to write their own version of the story.
LACC.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		343048 343050	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Reading and Comparing a Myth and a Poem	343048	MSLA 7A: Unit 2 Lesson: Reading and Comparing a Myth and a Poem In an ungraded practice exercise, students answer short
LACC.7.RL.2.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		343116	MSLA 7A: Unit 5: Fiction and Nonfiction Lesson: Elements of Fiction and Nonfiction First semester	120227	MSLA 7 A: Unit 5 Activity: Point of View in –War of the Wall" First semester In a graded, formative writing product, students analyze a
Cluster 3: Integration of Knowledge and Ideas						
LACC.7.RL.3.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		343044	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Myths, Tales, and Legends First semester Students read –Paul Bunyan" and watch a short video adaptation of the story. They will then compare the	120410	MSLA 7A: Unit 2 Discussion: Versions of Paul Bunyan First semester Students compare and contrast –Paul Bunyan" and the video adaption of the story. They complete a chart comparing both, including the techniques used in each. In this discussion

LACC.7.RL.3.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		343044 343046 343049 343051	MSLA 7A: Unit 2: Myths, Tales, and Legends Lesson: Myths, Legends, and Tales Lesson: Word Analysis: Word Origins or Etymologies Lesson: Word Analysis: Root	120303	MSLA 7A: Unit 2 Activity: "White Plume" First semester Students will compare and contrast the plot and theme of "White Plume" to one of the stories read earlier in the course
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.7.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			Throughout Language Arts 7A and 7B, students self-select texts. They are also required to read the novel *The Outsiders* . Below are examples of texts required in 7A and 7B:		Throughout Language Arts 7A and 7B, students complete short and long term writing products or multiple choice assessments. Below are examples of some of the course's required writings: 7A: Unit 2 Activity: Write a
Strand: Reading Standards for Informational Text 7						
Cluster 1: Key Ideas and Details						
LACC.7.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343122 343098	MSLA 7B: Unit 2: Novel *The Outsiders* Chapters 7-12 Lesson: The Writing Process: Review and Criticism Instructions	117385	MSLA 7B: Unit 2 Paper: Review and Critique *The Outsiders* Second semester In a graded, formative writing product including teacher
LACC.7.RI.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		343088	MSLA 7A: Unit 4: Reading for Information Lesson: Reading Expository Text First semester Text-based lesson on reading expository text discusses	343088	MSLA 7A: Unit 4: Reading for Information Lesson: Reading Expository Text First semester Practice exercises on reading expository text discusses reading for central ideas.

LACC.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		343136	MSLA 7B: Unit 3: Persuasion Lesson: Reading a Persuasive Article Second semester Text-based lesson covers how individuals, events, and ideas	120305	MSLA 7B: Unit 3 Discussion: Disappearing Native American Culture Second semester In a graded discussion thread, students read and article and
Cluster 2: Craft and Structure						
LACC.7.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		343088 343104	MSLA 7A: Unit 4: Reading for Information Lesson: Reading Expository Text Lesson: Word Analysis: Tricky Words and Context Clues First semester	117374	MSLA 7A: Unit 4 Assignment: Articles, Tricky Words, and Context Clues First semester Multiple-choice, true/false, and long answer questions over reading expository texts,
LACC.7.RI.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		343136	MSLA 7B: Unit 3: Persuasion Lesson: Reading a Persuasive Article Second semester Text-based lesson covers how individuals, events, and ideas influence each other. Read	117390	MSLA 7B: Unit 3 Activity: Comparing Two Editorials Second semester In a graded, formative writing product, students use a graphic organizer to compare and contrast two editorials for
LACC.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		343138	MSLA 7B: Unit 3: Persuasion Lesson: Editorials Second semester Various persuasive techniques, including	117390	Comparing Two Editorials Second semester In a graded, formative writing product, students use a graphic organizer to compare and
Cluster 3: Integration of Knowledge and Ideas						
LACC.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		343088	MSLA 7A: Unit 4: Reading for Information Lesson: Reading Expository Text First semester In a text-based lesson, students read the article "Preserving America's Birth	120760	MSLA 7A: Unit 4 Activity: Reading Expository Texts In a graded, formative writing product, students compare and contrast the text to the video and how the video impacts the article.

LACC.7.RI.3.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		343127 343131 343132 343136 343138	MSLA 7B: Unit 3: Persuasion Lesson: Persuasion Lesson: Reading "The True Story of the Three Little Pigs" by Jon Scieszka Lesson: Fact or Opinion Lesson: Propaganda	120760	MSLA 7A: Unit 4 Activity: Reading Expository Texts In a graded, formative writing product, students compare and contrast the text to the video and how the video impacts the article.
LACC.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		343127 343131 343132 343136 343138	MSLA 7B: Unit 3: Persuasion Lesson: Persuasion Lesson: Reading "The True Story of the Three Little Pigs" by Jon Scieszka Lesson: Fact or Opinion Lesson: Propaganda Lesson: Reading a Persuasive	120760	MSLA 7A: Unit 4 Activity: Reading Expository Texts In a graded, formative writing product, students compare and contrast the text to the video and how the video impacts the article.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			Throughout Language Arts 7A and 7B, students self-select texts. Below are examples of texts required in 7A and 7B:		Throughout Language Arts 7A and 7B, students read and analyze nonfiction texts. Below are examples of assessments based on nonfiction texts:
Strand: Writing Standards 7						
Cluster 1: Text Types and Purposes						
LACC.7.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.					
LACC.7.W.1.1.a		Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	343151	MSLA 7B: Unit 3: Persuasion Lesson: The Writing Process: Writing the Persuasive Essay Second semester In a text-based lesson, students are guided through	117396	MSLA 7B: Unit 3 Paper: Persuasive Essay Second semester In a graded, formative writing product including teacher feedback via rubric, students

LACC.7.W.1.1.b		Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	343151	MSLA 7B: Unit 3: Persuasion Lesson: The Writing Process: Writing the Persuasive Essay Second semester In a text-based lesson, students are guided through elements of a persuasive	117396	MSLA 7B: Unit 3 Paper: Persuasive Essay Second semester In a graded, formative writing product including teacher feedback via rubric, students choose a topic and write a
LACC.7.W.1.1.c		Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and	343151	MSLA 7B: Unit 3: Persuasion Lesson: The Writing Process: Writing the Persuasive Essay Second semester In a text-based lesson,	117396	MSLA 7B: Unit 3 Paper: Persuasive Essay Second semester In a graded, formative writing product including teacher
LACC.7.W.1.1.d		Establish and maintain a formal style.	343151	MSLA 7B: Unit 3: Persuasion Lesson: The Writing Process:	117396	MSLA 7B: Unit 3 Paper: Persuasive Essay
LACC.7.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	343151	MSLA 7B: Unit 3: Persuasion Lesson: The Writing Process: Writing the Persuasive Essay Second semester	117396	MSLA 7B: Unit 3 Paper: Persuasive Essay Second semester In a graded, formative writing
LACC.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

LACC.7.W.1.2.a		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	343187 343188 343189 343190 343191 343197 343198	MSLA 7B: Unit 5: Research Lesson: Reference Materials Lesson: Choose and Narrow Your Topic Lesson: Choosing Primary and Secondary Sources Video: Research: Cite Your Source Lesson: Evaluating Credibility Lesson: Summarizing and Paraphrasing Information Lesson: Documenting Sources Second semester	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a provided list. The essay requires three primary or secondary sources and background information on the chosen topic. The students are stepped through the research and writing process for this graded, summative assessment.
LACC.7.W.1.2.b		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	343187 343188 343189 343190 343191	MSLA 7B: Unit 5: Research Lesson: Reference Materials Lesson: Choose and Narrow Your Topic Lesson: Choosing Primary and	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a
LACC.7.W.1.2.c		Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	343187 343188 343189 343190 343191 343197	MSLA 7B: Unit 5: Research Lesson: Reference Materials Lesson: Choose and Narrow Your Topic Lesson: Choosing Primary and Secondary Sources	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a provided list. The essay requires
LACC.7.W.1.2.d		Use precise language and domain-specific vocabulary to inform about or explain the topic.	343187 343188 343189 343190 343191	MSLA 7B: Unit 5: Research Lesson: Reference Materials Lesson: Choose and Narrow Your Topic Lesson: Choosing Primary and	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a
LACC.7.W.1.2.e		Establish and maintain a formal style.	343187 343188 343189	MSLA 7B: Unit 5: Research Lesson: Reference Materials Lesson: Choose and Narrow	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester

LACC.7.W.1.2.f		Provide a concluding statement or section that follows from the information or explanation presented.	343187 343188 343189 343190 343191 343197 343198	MSLA 7B: Unit 5: Research Lesson: Reference Materials Lesson: Choose and Narrow Your Topic Lesson: Choosing Primary and Secondary Sources Video: Research: Cite Your	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a provided list. The essay requires three primary or secondary
LACC.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
LACC.7.W.1.3.a		Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	343057	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: The Writing Process: Narrative First semester In a text-based lesson, students are taught the	117353	MSLA 7A: Unit 2 Paper: A Modern Day Narrative First semester In a graded, formative writing product, students create a narrative story.
LACC.7.W.1.3.b		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	343057	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: The Writing Process: Narrative First semester	117353	MSLA 7A: Unit 2 Paper: A Modern Day Narrative First semester In a graded, formative writing product, students create a
LACC.7.W.1.3.c		Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	343057	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: The Writing Process: Narrative First semester In a text-based lesson,	117353	MSLA 7A: Unit 2 Paper: A Modern Day Narrative First semester In a graded, formative writing product, students create a narrative story.

LACC.7.W.1.3.d		Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	343057	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: The Writing Process: Narrative First semester In a text-based lesson, students are taught the	117353	MSLA 7A: Unit 2 Paper: A Modern Day Narrative First semester In a graded, formative writing product, students create a narrative story.
LACC.7.W.1.3.e		Provide a conclusion that follows from the narrated experiences or events.	343057	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: The Writing Process: Narrative	117353	MSLA 7A: Unit 2 Paper: A Modern Day Narrative First semester In a graded, formative writing
Cluster 2: Production and Distribution of Writing						
LACC.7.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		342984	MSLA 7A: Unit 1: The Writing Process Lesson: Characteristics of Effective Writing First semester Students receive a text-based lesson explaining the characteristics of effective writing	117341	MSLA 7A: Unit 1 Writing Assessment: Autobiographical Narrative First semester In this graded, formative writing product with teacher feedback via rubric, students write a well-developed narrative of an event from their lives. Students are to
LACC.7.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade		343106 343122	MSLA 7B: Unit 2: Novel *The Outsiders* Chapters 7-12 Lesson: Literary Element: Theme Lesson: The Writing Process: Review and Criticism Second semester Instruction on the concept of theme, general examples of theme, and themes from the novel *The Outsiders* . Specific instruction in the writing process of a book review: prewriting with a graphic	117385	MSLA 7B: Unit 2 Paper: Review and Critique *The Outsiders* Second semester In a graded, formative writing product including teacher feedback via rubric, students summarize the major events of the story, discuss themes and characters, and evaluate the novel using specific quotes and information from the novel.

LACC.7.W.2.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		343198	Throughout Language Arts 7A and 7B, students use the internet to access their lessons, complete their assignments, including research and citation of internet sources, throughout	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a provided list. The essay requires three primary or secondary
Cluster 3: Research to Build and Present Knowledge						
LACC.7.W.3.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		343188	MSLA 7B: Unit 5: Research Lesson: Choose and Narrow Your Topic Instructions on narrowing a research topic by asking and answering questions.	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a provided list. The essay requires three primary or secondary
LACC.7.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		343198 343191	MSLA 7B: Unit 5: Research Lesson: Evaluating Credibility Lesson: Documenting Sources First semester Text-based instruction in evaluating the credibility of digital sources, and appropriate MLA use and citation of electronic and other sources.	117424	MSLA 7B: Unit 5 Paper: Research Essay Second semester Essay assignment over a topic of the student's choosing from a provided list. The essay requires three primary or secondary sources and background information on the chosen topic. The students are stepped through the research and
LACC.7.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					

LACC.7.W.3.9.a		Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	343035	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Oral Tradition First semester In a text-based lesson, students read "How Dogs Came to the Indians" and answer Before You Read, While You Read, and After You Read questions.	120764	MSLA 7B: Unit 1 Activity: *The Outsiders* Chapters 1 & 2 Second semester Two characters are selected to compare and contrast using textual support from the novel.
LACC.7.W.3.9.b		Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	343127 343132 343134	MSLA 7B: Unit 3: Persuasion Lesson: Persuasion Lesson: Fact and Opinion Lesson: Propaganda In these three text-based lessons, various persuasive techniques, including propaganda, are presented. Students identify types of arguments and claims being	117387 117390	MSLA 7B: Unit 3 Assignment: Persuasion, Fact, Opinion, and Propaganda 7B: Unit 3 Activity: Comparing Two Editorials Second semester Multiple choice and true/false questions over types of persuasion and propaganda, and the difference between fact
Cluster 4: Range of Writing						
LACC.7.W.4.10	Write routinely over extended time frames (time for research,reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			Throughout MSLA 7A and 7B, students write routinely in both MSLA 7A and 7B. They write journal entries and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the		Throughout Language Arts 7A and 7B, students write for research, reflection, and different time frames. Below are examples of writings required in 7A or 7B: MSLA 7A: Unit 1 Paper:
Strand: Speaking and Listening Standards 7						
Cluster 1: Comprehension and Collaboration						

LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
LACC.7.SL.1.1.a		Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	342984	MSLA 7A: Unit 1: The Writing Process Lesson: Characteristics of Effective Writing First semester In a text-based lesson, students are given information to help them write successfully.	120410 120305	MSLA 7A: Unit 2 Discussion: Versions of Paul Bunyan First semester After reading a Bunyan legend and watching a video adaptation, they discuss the similarities and differences in the story and video with their classmates.
LACC.7.SL.1.1.b		Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester	120410 120305	MSLA 7A: Unit 2 Discussion: Versions of Paul Bunyan First semester After reading a Bunyan legend and watching a video
LACC.7.SL.1.1.c		Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester Students learn about discussions, decision-making,	120410 120305	MSLA 7A: Unit 2 Discussion: Versions of Paul Bunyan First semester After reading a Bunyan legend and watching a video adaptation, they discuss the similarities and differences in
LACC.7.SL.1.1.d		Acknowledge new information expressed by others and, when warranted, modify their own views.	349333	MSLA 6A and 6B Beginning of Course Lesson: Collaborative Discussions First semester	120410 120305	MSLA 7A: Unit 2 Discussion: Versions of Paul Bunyan First semester After reading a Bunyan legend and watching a video

LACC.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		343108	MSLA 7A: Unit 4: Reading for Information Lesson: Media Literacy: Evaluating Websites and Graphics First semester In a text-based lesson,	120410	MSLA 7A: Unit 2 Discussion: Versions of Paul Bunyan First semester After reading a Bunyan legend and watching a video adaptation, they discuss the similarities and differences in
LACC.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		343073	MSLA 7A: Unit 3: Speech and Communications Lesson: Effective Speaking First semester Text-based instruction on the elements of effective	117362	MSLA 7A: Unit 3 Activity: (In)formally Speaking Students watch, listen to, and analyze speeches from Presidents Kennedy and Johnson.
Cluster 2: Presentation of Knowledge and Ideas						
LACC.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		343075 343076	MSLA 7A: Unit 3: Speech and Communications Lesson: Preparing a Speech Lesson: Giving a Speech First semester Text-based lesson on the process of selecting a topic, researching, drafting, revising, editing, finalizing,	117364	MSLA 7A: Unit 3 Activity: Informational Speech Conversation, Evaluation, and Reflection First semester Students write, deliver, and reflect upon their writing and delivery of an informational speech.
LACC.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		343075 343076	MSLA 7A: Unit 3: Speech and Communications Lesson: Preparing a Speech Lesson: Giving a Speech First semester Text-based lesson on the	117364	MSLA 7A: Unit 3 Activity: Informational Speech Conversation, Evaluation, and Reflection First semester Students write, deliver, and

LACC.7.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)		343075 343076	MSLA 7A: Unit 3: Speech and Communications Lesson: Preparing a Speech Lesson: Giving a Speech First semester Text-based lesson on the process of selecting a topic, researching, drafting,	117364	MSLA 7A: Unit 3 Activity: Informational Speech Conversation, Evaluation, and Reflection First semester Students write, deliver, and reflect upon their writing and delivery of an informational
Strand: Language Standards 7						
Cluster 1: Conventions of Standard English						
LACC.7.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.7.L.1.1.a		Explain the function of phrases and clauses in general and their function in specific sentences.	343025	MSLA 7A: Unit 1: The Writing Process Lesson: Grammar and Usage: Clauses, Sentences, and Modifiers	117339 117328	MSLA 7A: Unit 1 Assignment: Clauses, Sentences, and Modifiers MSLA 7A: Unit 1 Test: The
LACC.7.L.1.1.b		Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	343025	MSLA 7A: Unit 1: The Writing Process Lesson: Grammar and Usage: Clauses, Sentences, and Modifiers First semester Students are taught the	117339 117328	MSLA 7A: Unit 1 Assignment: Clauses, Sentences, and Modifiers MSLA 7A: Unit 1 Test: The Writing Process
LACC.7.L.1.1.c		Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	343025	MSLA 7A: Unit 1: The Writing Process Lesson: Grammar and Usage: Clauses, Sentences, and Modifiers First semester	117339 117328	MSLA 7A: Unit 1 Assignment: Clauses, Sentences, and Modifiers MSLA 7A: Unit 1 Test: The Writing Process

LACC.7.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.7.L.1.2.a		Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green	343055	MSLA 7A: Unit 2: Myths, Legends, and Tales Lesson: Grammar and Usage: Quotations and Dialogue First semester	117341	MSLA 7A: Unit 1 Paper: Autobiographical Narrative Assignment First semester Students write a narrative using
LACC.7.L.1.2.b		Spell correctly.		MSLA 7A and 7B Students are expected to	117341	MSLA 7A: Unit 1 Paper: Autobiographical Narrative
Cluster 2: Knowledge of Language						
LACC.7.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
LACC.7.L.2.3.a		Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	342984	MSLA 7A: Unit 1: The Writing Process Lesson: Characteristics of Effective Writing First semester In a text-based lesson,	117339	MSLA 7A: Unit 1 Assignment: Clauses, Sentences, and Modifiers First semester Students answer questions regarding the correct usage of
Cluster 3: Vocabulary Acquisition and Use						
LACC.7.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.					

LACC.7.L.3.4.a		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343064	MSLA 7A: Unit 3: Speech and Communication Lesson: Word Analysis: Homophones and Homographs First semester In a text-based lesson, students review sets of	117354 117342	MSLA 7A: Unit 3 Test: Speech and Communications First semester In a graded multiple choice assignment, students use context clues to choose the appropriate homophone or homograph.
LACC.7.L.3.4.b		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	343064	MSLA 7A: Unit 3: Speech and Communication Lesson: Word Analysis: Homophones and Homographs First semester	117354 117342	MSLA 7A: Unit 3 Test: Speech and Communications First semester In a graded multiple choice assignment, students use context clues to choose the
LACC.7.L.3.4.c		Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning	343064	MSLA 7A: Unit 3: Speech and Communication Lesson: Word Analysis: Homophones and Homographs First semester In a text-based lesson, students review sets of	117354 117342	MSLA 7A: Unit 3 Test: Speech and Communications First semester In a graded multiple choice assignment, students use context clues to choose the appropriate homophone or homograph.
LACC.7.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	343064	MSLA 7A: Unit 3: Speech and Communication Lesson: Word Analysis: Homophones and Homographs First semester In a text-based lesson, students review sets of	117354 117342	MSLA 7A: Unit 3 Test: Speech and Communications First semester In a graded multiple choice assignment, students use context clues to choose the appropriate homophone or homograph.
LACC.7.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.7.L.3.5.a		Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	343062 343090 343111	MSLA 7A: Unit 3: Speech and Communications Lesson: Word Analysis: Effective Words First semester	117350 117342 117414	MSLA 7A: Unit 2 Activity: Write a Poem First semester Students use precise words and figures of speech to write a
LACC.7.L.3.5.b		Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	343062 343090 343111	MSLA 7A: Unit 3: Speech and Communications Lesson: Word Analysis: Effective Words First semester In a text based lesson,	117350 117342 117414	MSLA 7A: Unit 2 Activity: Write a Poem First semester Students use precise words and figures of speech to write a poem.
LACC.7.L.3.5.c		Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	343062 343090 343111	MSLA 7A: Unit 3: Speech and Communications Lesson: Word Analysis: Effective Words First semester In a text based lesson, students are taught how to	117350 117342 117414	MSLA 7A: Unit 2 Activity: Write a Poem First semester Students use precise words and figures of speech to write a poem.
LACC.7.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Throughout Language Arts 7A and 7B, students practice academic and domain-specific words and phrases through lessons, readings, practice exercises, writing products, and unit introduction vocabulary.		Throughout Language Arts 7A and 7B, students practice academic and domain-specific words and phrases through lessons, readings, practice exercises, writing products, and unit introduction vocabulary.

Documentation of Alignment

Advanced Academics M/J Language Arts III (Course ID: 1001070)

ELA Common Core State Standards (Grade 8)

October 2012

Standard ID	Standard	Benchmark	Alignment Citation: Content: Roads Section ID	Alignment Citation: Content: Unit & Lesson Name	Alignment Citation: Assessment: Assessment ID	Alignment Citation: Assessment: Assessment Name
Strand: Reading Standards for Literature 8						
Cluster 1: Key Ideas and Details						
LACC.8.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343310	MSLA 8A: Unit 6: *The Giver* Lesson: The Writing Process: Review and Criticism First semester Text-based lesson discussing the book review process in detail with sample book review of another	117473	MSLA 8A: Unit 6 Paper: Review and Critique *The Giver* First semester In a graded, writing product including feedback from teacher via rubric, students write a book review and critique of the novel with textual
LACC.8.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text."		343362 343397	MSLA 8B: Unit 3: Reading the Drama Lesson: Literary Elements: Characters, Conflicts, and Point of View Lesson: Literary Elements: Theme and Irony Second semester	117473	MSLA 8A: Unit 6 Paper: Review and Critique *The Giver* First semester In a graded, writing product including feedback from teacher via rubric, students write a book review and critique of the novel with textual evidence required for support of
LACC.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		343297	MSLA 8A: Unit 6: *The Giver* Lesson: Euphemism First semester In a text-based lesson, students are Introduced to the concept of euphemism and how it reveals	117473	MSLA 8A: Unit 6 Paper: Review and Critique *The Giver* First semester In a graded, writing product including feedback from teacher via rubric, students write a book review and
Cluster 2: Craft and Structure						

LACC.8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		343493	MSLA 8B: Unit 5: Drama: *The Diary of Anne Frank* Lesson: Slide #9 – Compare the Diary and the Play Second semester Through reading and completing another component of a slideshow presentations, students read the novel and play version of *The Diary of Anne Frank*.	117541	MSLA 8B: Unit 5 Project: Research Presentation Second semester In a graded, summative multimedia presentation, students compare and contrast the play and novel version of *The Diary of Anne Frank* in a slide show of their research findings.
LACC.8.RL.2.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		343362	MSLA 8B: Unit 3: Fiction and Non-Fiction Lesson: Literary Elements: Characters, Conflicts, and Point of View Second semester	117502	MSLA 8B: Unit 3 Paper: Compare and Contrast Two Characters from Two Stories Second semester In a graded, formative writing product including rubric with teacher
LACC.8.RL.2.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		343362	MSLA 8B U3: Fiction and Non-Fiction Literary Elements: Characters, Conflicts, and Point of View Second semester In a text-based lesson, students learn about the connections between characters, conflicts, and	117502	MSLA 8B: Unit 3: Compare and Contrast Two Characters from Two Stories Second semester In a graded, formative writing product, students compare and contrast two characters in two different stories including point of
Cluster 3: Integration of Knowledge and Ideas						
LACC.8.RL.3.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		120753	MSLA 8A: Independent Reading Requirement Independent Reading: Book and Movie	120753	MSLA 8A: Activity: Independent Reading (Book and Movie) First semester In a graded, formative assessment, students read a novel of their choice and watch the film version of the novel and then compare and contrast

LACC.8.RL.3.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		343309	MSLA 8A: Unit 6: *The Giver* Lesson: *The Giver* Chapters 16-23: Response to Literature Instructions First semester In a text-based lesson, students will read "Ladder to the Sky" by George Copway after finishing The Giver and will compare the two texts.	117472	MSLA 8A: Unit 6 Activity: *The Giver* Chapters 16-23: Response to Literature First semester In a graded, formative writing product, students will compare the events and characters in "Ladder to the Sky" (an Ojibwe story) to *The*
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.8.RL.4.10	"By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently."			Throughout MSLA 8A and 8B, students self-select reading materials in both courses. Below are samples of the readings in Advanced Academic's 8th Grade Language Arts courses:	120753	MSLA 8A: Activity: Independent Reading (Book and Movie) First semester In a graded, formative assessment, students read a novel of their choice and watch the film version of the novel and then compare and contrast the two.
Strand: Reading Standards for Informational Text 8						
Cluster 1: Key Ideas and Details						
LACC.8.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343404	MSLA 8B: Unit 3: Fiction and Non-Fiction Lesson: Reading "A Scooter Buying Guide" Second semester	343404	MSLA 8B: Unit 3: "A Scooter Buying Guide" Second semester In a practice exercise, students answer questions using evidence
LACC.8.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		343397	MSLA 8B: Unit 3: Fiction and Nonfiction Lesson: Literary Elements: Theme and Irony Second semester Through a text-based lesson, students learn about main idea and theme and how to analyze their	343404	MSLA 8B: Unit 3: "A Scooter Buying Guide" Second semester In a practice exercise, students answer questions using evidence from the text to support their answers.

LACC.8.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		343211	MSLA 8A: Unit 1: Words and Sentences Lesson: Connotation, Denotation, and Mood First semester In a text-based lesson, students	120747	MSLA 8A: Unit 1 Activity: Connotation, Denotation, and Mood First semester In a graded, formative assessment, students answer questions on comparisons, connotation,
Cluster 2: Craft and Structure						
LACC.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		343211	MSLA 8A: Unit 1: Words and Sentences Lesson: Connotation, Denotation, and Mood First semester In a text-based lesson, students learn about analogies as well as how individuals, ideas, and events develop and interact in a text.	120747	MSLA 8A: Unit 1 Activity: Connotation, Denotation, and Mood First semester In a graded, formative assessment, students answer questions on comparisons, connotation, denotation and mood in the article.
LACC.8.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		343338	MSLA 8B: Unit 2: Daily Life Lesson: Expository Reading and Structures Second semester Students read a lesson on structure and they select an informational text and analyze its structure.	117488	MSLA 8B: Unit 2 Activity: Items in a Newspaper Second semester Students use a newspaper to locate facts, analyze an editorial and editorial cartoon, and ask questions to clarify what is said in an article.
LACC.8.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		343362	MSLA 8B: Unit 3: Fiction and Non-Fiction Lesson: Literary Elements: Characters, Conflicts, and Point of View Second semester	343362	MSLA 8B: Unit 3: Literary Elements: Characters, Conflicts and Point of View Second semester In a practice exercise, students will answer questions about point of view
Cluster 3: Integration of Knowledge and Ideas						
LACC.8.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		343347	MSLA 8B: Unit 2: Daily Life Lesson: Media Literacy Second semester A text-based lesson on the advantages and disadvantages of using different mediums.	117488	MSLA 8B: Unit 2 Activity: Items in a Newspaper Second semester Students use a newspaper to locate facts, analyze an editorial and editorial cartoon, and ask questions

LACC.8.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		343346 343347	MSLA 8B: Unit 2: Daily Life Lesson: Daily News Lesson: Media Literacy Second semester In a text-based lesson, students learn about specific parts of a texts and media as well as reading for information including the claims,	117488	MSLA 8B: Unit 2 Activity: Items in a Newspaper Second semester Students use a newspaper to locate facts, analyze an editorial and editorial cartoon, and ask questions to clarify what is said in an article.
LACC.8.RI.3.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		343362	MSLA 8B: Unit 3: Fiction and Non-Fiction Lesson: Literary Elements: Characters, Conflicts, and Point of View Second semester In a text-based lesson, students	120762	MSLA 8B: Unit 3 Activity: Point of View in Nonfiction Second semester In a graded, formative assessment, students read "Us and Them" by David Sedaris (Greek-American author) and "Families Without TV"
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently.			In MSLA 8A and 8B, students self-select informational articles to analyze structure. Below are examples of nonfiction	120762 117472	MSLA 8B: Unit 3 Activity: Point of View in Nonfiction Second semester In a graded, formative assessment, students read "Us and Them" by
Strand: Writing Standards 8						
Cluster 1: Text Types and Purposes						
LACC.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.					

LACC.8.W.1.1.a		Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	343431 343444 343541	MSLA 8B: Unit 4: Research Lesson: Choose and Narrow Your Topic Lesson: Summarizing and Paraphrasing Information Lesson: Research Essay Assignment Instructions Second semester Through text-based lessons, students research and take a stance on Holocaust Reparations and provide evidence of their support. They select sources from a range of source types, use transitional words and phrases to show how ideas are related, and create a conclusion that ties together their main points.	117534	MSLA 8B: Unit 4 Paper: The Holocaust Second Semester In a graded, summative writing product including rubric feedback from a teacher, students research and take a stance on Holocaust Reparations and provide evidence of their support. They select sources from a range of source types, use transitional words and phrases to show how ideas are related, and create a conclusion that ties together their main points.
LACC.8.W.1.1.b		Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the	343431 343444 343541	MSLA 8B: Unit 4: Research Lesson: Choose and Narrow Your Topic Lesson: Summarizing and Paraphrasing Information Lesson: Research Essay Assignment	117534	MSLA 8B: Unit 4 Paper: The Holocaust Second Semester In a graded, summative writing product including rubric feedback from a teacher, students research
LACC.8.W.1.1.c		Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),	343431 343444 343541	MSLA 8B: Unit 4: Research Lesson: Choose and Narrow Your Topic Lesson: Summarizing and Paraphrasing Information	117534	MSLA 8B: Unit 4 Paper: The Holocaust Second Semester In a graded, summative writing product including rubric feedback

LACC.8.W.1.1.d		Establish and maintain a formal style.	343345	MSLA 8B: Unit 2: Daily Life Lesson: Formal versus Informal Language Second semester In a text-based lesson, students learn about the differences between formal and informal language, when each type is appropriate, and how to use formal language.	117534	MSLA 8B: Unit 4 Paper: The Holocaust Second Semester In a graded, summative writing product including rubric feedback from a teacher, students research and take a stance on Holocaust Reparations and provide evidence of their support. They select sources from a range of source types, use transitional words and phrases to show how ideas are related, and create a conclusion that ties together their main points.
LACC.8.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	343431 343444 343541	MSLA 8B: Unit 4: Research Lesson: Choose and Narrow Your Topic Lesson: Summarizing and Paraphrasing Information Lesson: Research Essay Assignment Instructions Second semester Through text-based lessons, students research and take a stance on Holocaust Reparations and provide evidence of their support. They select sources from a range of source types, use transitional words and phrases to show how ideas are related, and create a conclusion that ties together their main points.	117534	MSLA 8B: Unit 4 Paper: The Holocaust Second Semester In a graded, summative writing product including rubric feedback from a teacher, students research and take a stance on Holocaust Reparations and provide evidence of their support. They select sources from a range of source types, use transitional words and phrases to show how ideas are related, and create a conclusion that ties together their main points.

LACC.8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
LACC.8.W.1.2.a		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g.,	343358	MSLA 8B: Unit 2: The Writing Process Lesson: The Writing Process: How-to Essay Second semester Students are guided through the process of writing an informative essay that shows the reader how to complete a task. The text-based lesson takes them through the	117541	MSLA 8B: Unit 5: Research Presentation Second semester In a graded, summative assessment, students complete a slide show presentation based on research and *The Diary of Anne Frank* .
LACC.8.W.1.2.b		Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations,	343358	MSLA 8B: Unit 2: The Writing Process Lesson: The Writing Process: How-to Essay Second semester Students are guided through the	117541	MSLA 8B: Unit 5: Research Presentation Second semester In a graded, summative assessment, students complete a slide show presentation based on research and
LACC.8.W.1.2.c		Use appropriate transitions to create cohesion and clarify the relationships	343358	MSLA 8B: Unit 2: The Writing Process Lesson: The Writing Process: How-to Essay	117541	MSLA 8B: Unit 5: Research Presentation Second semester In a graded, summative assessment,

LACC.8.W.1.2.d		Use precise language and domain-specific vocabulary to inform about or explain the topic.	343358	MSLA 8B: Unit 2: The Writing Process Lesson: The Writing Process: How-to Essay Second semester Students are guided through the process of writing an informative essay that shows the reader how to complete a task. The text-based lesson takes them through the steps of the writing process including development, organization, transitions, and the formal style of technical writing.	117541	MSLA 8B: Unit 5: Research Presentation Second semester In a graded, summative assessment, students complete a slide show presentation based on research and *The Diary of Anne Frank* .
LACC.8.W.1.2.e		Establish and maintain a formal style.	343358	MSLA 8B: Unit 2: The Writing Process Lesson: The Writing Process: How-to Essay Second semester Students are guided through the process of writing an informative essay that shows the reader how to complete a task. The text-based lesson takes them through the steps of the writing process including development, organization, transitions, and the formal style of technical writing.	117541	MSLA 8B: Unit 5: Research Presentation Second semester In a graded, summative assessment, students complete a slide show presentation based on research and *The Diary of Anne Frank* .

LACC.8.W.1.2.f		Provide a concluding statement or section that follows from the information or explanation presented.	343358	MSLA 8B: Unit 2: The Writing Process Lesson: The Writing Process: How-to Essay Second semester Students are guided through the process of writing an informative essay that shows the reader how to complete a task. The text-based lesson takes them through the steps of the writing process including development, organization, transitions, and the formal style of technical writing.	117541	MSLA 8B: Unit 5: Research Presentation Second semester In a graded, summative assessment, students complete a slide show presentation based on research and *The Diary of Anne Frank* .
LACC.8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
LACC.8.W.1.3.a		Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	343333	MSLA 8B: Unit 1: Effective Writing Lesson: The Writing Process: Narrative Second semester In a text-based lesson, students are taught the characteristics of an effective narrative.	117481	MSLA 8B: Unit 1 Paper: Personal Narrative Second semester In a graded, formative writing product including teacher feedback via rubric, students write a creative personal narrative using the information learned from the lesson about dialogue, rhythm, pacing
LACC.8.W.1.3.b		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,	343333	MSLA 8B: Unit 1: Effective Writing Lesson: The Writing Process: Narrative Second semester In a text-based lesson, students are taught the characteristics of an	117481	MSLA 8B: Unit 1 Paper: Personal Narrative Second semester In a graded, formative writing product including teacher feedback via rubric, students write a creative

LACC.8.W.1.3.c		Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the	343333	MSLA 8B: Unit 1: Effective Writing Lesson: The Writing Process: Narrative Second semester In a text-based lesson, students are taught the characteristics of an effective narrative.	117481	MSLA 8B: Unit 1 Paper: Personal Narrative Second semester In a graded, formative writing product including teacher feedback via rubric, students write a creative personal narrative using the information learned from the lesson
LACC.8.W.1.3.d		Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	343333	MSLA 8B: Unit 1: Effective Writing Lesson: The Writing Process: Narrative Second semester In a text-based lesson, students are taught the characteristics of an effective narrative.	117481	MSLA 8B: Unit 1 Paper: Personal Narrative Second semester In a graded, formative writing product including teacher feedback via rubric, students write a creative personal narrative using the information learned from the lesson about dialogue, rhythm, pacing, transitions, word choices, and organization.
LACC.8.W.1.3.e		Provide a conclusion that follows from the narrated experiences or events.	343333	MSLA 8B: Unit 1: Effective Writing Lesson: The Writing Process: Narrative Second semester In a text-based lesson, students are taught the characteristics of an effective narrative.	117481	MSLA 8B: Unit 1 Paper: Personal Narrative Second semester In a graded, formative writing product including teacher feedback via rubric, students write a creative personal narrative using the information learned from the lesson about dialogue, rhythm, pacing, transitions, word choices, and organization.
Cluster 2: Production and Distribution of Writing						

LACC.8.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			Students write routinely in both MSLA 8A and 8B. They write journal entries and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students	117541	MSLA 8B: Unit 5 Project: Research Presentation Second semester In a graded, summative multimedia presentation, students compare and contrast the play and novel version of *The Diary of Anne Frank* in a slide show of their research findings.
LACC.8.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)		343333 343358 343374	MSLA 8B: Unit 1: Effective Writing Lesson: The Writing Process: Narrative Second semester Students are taken through the steps of the writing process including prewriting, drafting, revising, editing, and publishing through text-based lessons. MSLA 8B: Unit 2: Daily Life Lesson: The Writing Process: How-To Essay Second semester Students are taught about the importance of transition words to create sequence in texts. Also	117481 117494	MSLA8B: Unit 1 Paper: Personal Narrative Second semester In a graded formative writing product including a rubric with teacher feedback, students use the writing process to create a narrative that focuses on a specific life event. Students are encouraged to peer-review during the revision process. MSLA 8B: Unit 2 Paper: How-To Essay Second semester In a graded formative writing product including a rubric with teacher feedback, students write an organized, step-by-step instruction of

LACC.8.W.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		343310	MSLA 8A: Unit 6: *The Giver* Lesson: The Writing Process: Review and Criticism First semester In a text-based lesson, students are taught about the process of writing and publishing a review or critique.	117472	MSLA 8A: Unit 6 Activity: *The Giver* Chapters 1-7: Response to Literature First semester Students write an article for a travel magazine that describes the community in *The Giver* . Students publish their articles in the discussion thread and respond to their
Cluster 3: Research to Build and Present Knowledge						
LACC.8.W.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		343431	MSLA 8B: Unit 4: Research Lesson: Choose and Narrow Your Topic Second semester This lesson walks the students through choosing their topic and narrowing their thesis to a specific focused question.	117541	MSLA 8B: Unit 5 Project: Research Presentation Second semester In a graded, summative multimedia presentation, students compare and contrast the play and novel version of *The Diary of Anne Frank* in a slide show of their research findings.
LACC.8.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		343437 343438 343440 343447	MSLA 8B: Unit 4: Research Video: Research Citing Sources Lesson: Choosing Primary and Secondary Sources Lesson: Evaluating Credibility Lesson: Documenting Sources Second semester Students learn about how to choose sources, determine credibility for different types of sources, strategies for documenting	117541	MSLA 8B: Unit 5 Project: Research Presentation Second semester In a graded, summative multimedia presentation, students compare and contrast the play and novel version of *The Diary of Anne Frank* in a slide show of their research findings.
LACC.8.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					

LACC.8.W.3.9.a		Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	343375 343380	MSLA 8B: Unit 3: Fiction and Nonfiction Lesson: Reading "The Ransom of Red Chief" Lesson: Reading "The Adventures of the Speckled Band" by Arthur Conan Doyle Second semester Students read the texts (directed readings) and answer before, during, and after you read practice questions. These questions include point of view, setting, foreshadowing, genre, and relevant details.	117501	MSLA 8B: Unit 3 Assignment: Comprehension and Analysis #1 Second semester Students complete a multiple choice assessment measureing student ability to comprehend and analyze short story readings in the unit.
LACC.8.W.3.9.b		Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant		MSLA 8B: Unit 5: T*he Diary of Anne Frank* Second semester Throughout unit 5, students read both the novel and the play *The Diary of Anne Frank* and complete a slideshow presentation analyzing both.	117534	MSLA 8B: Unit 4 Paper: The Holocaust Second Semester In a graded, summative writing product including rubric feedback from a teacher, students research and take a stance on Holocaust Reparations and provide evidence of their support. They select sources from a range of source types, use transitional words and phrases to show how ideas are related, and create a conclusion that ties together
Cluster 4: Range of Writing						

LACC.8.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		343471	MSLA 8A and 8B Students write routinely in both MSLA 8A and 8B. They write journal entries and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students communicate with teachers via e-mail and chats. These communications cover a variety of academic tasks. MSLA 8B: Unit 5: Drama Lesson: Research Slide Show Presentation Instructions Second semester In a text-based lesson, students research and write about a variety of topics. Unit gives specific	117541	MSLA 8B: Unit 5 Project: Research Presentation Second semester In a graded, summative multimedia presentation, students compare and contrast the play and novel version of *The Diary of Anne Frank* in a slide show of their research findings.
Strand: Speaking and Listening Standards 8						
Cluster 1: Comprehension and Collaboration						
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly.					

LACC.8.SL.1.1.a		Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	349333	MSLA 8A and 8B Beginning of Course Lesson: Collaborative Discussions Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.		MSLA 8A and 8B Students participate in discussion threads with their peers or required chats with their teachers. They are expected to research and prepare material prior to the discussion.
LACC.8.SL.1.1.b		Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.	349333	MSLA 8A and 8B Beginning of Course Lesson: Collaborative Discussions Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.		MSLA 8A and 8B Beginning of Course Lesson: Collaborative Discussions Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.
LACC.8.SL.1.1.c		Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	349333	MSLA 8A and 8B Beginning of Course Lesson: Collaborative Discussions Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.	120409	MSLA 8A: Unit 6 Discussion: *The Giver* Chapters 1-7 First semester In a discussion thread, students write an article about *The Giver* and post it to a discussion thread for peer revision. Students also read and provide constructive revision suggestions to two peers.

LACC.8.SL.1.1.d		Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	349333	MSLA 8A and 8B Beginning of Course Lesson: Collaborative Discussions Students learn about discussions, decision-making, goals, and how to build consensus through practice exercises and scenarios.	120409	MSLA 8A: Unit 6 Discussion: *The Giver* Chapters 1-7 First semester In a discussion thread, students write an article about *The Giver* and post it to a discussion thread for peer revision. Students also read and provide constructive revision suggestions to two peers.
LACC.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		343346 343347	MSLA 8B: Unit 2: Daily Life Lesson: Daily News Lesson: Media Literacy Second semester Through text-based lessons enhanced with graphics, students learn the basic structure of news articles, as well as short	117488 117490	MSLA 8B: Unit 2 Activity: Items in a Newspaper Second semester Students use a newspaper to identify and answer questions about different articles and features of the paper. MSLA 8B: Unit 2 Paper: Evaluating
LACC.8.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		343348	MSLA 8B: Unit 2: Daily Life Lesson: Magazines, Television, and Advertising Second semester Students read a text-based lesson which discusses argument, claims, audience, and propaganda techniques.	117490	MSLA 8B: Unit 2 Paper: Evaluating and Analyzing Advertisements Second semester Students find two to three advertisements of differing media types for the same product. They evaluate the advertisements and their effectiveness, answering questions about audience, propaganda techniques, visual features, etc.
Cluster 2: Presentation of Knowledge and Ideas						

LACC.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		343353	MSLA 8B: Unit 2: Daily Life Lesson: Conversations and Speeches Second semester In a text based lesson students learn tips for effective speech presentation including eye contact, volume, and enunciation.	120746	MSLA 8A: Unit 4 Paper: Researching using Magazines and Newspapers First semester Students read a newspaper and magazine article and discuss what they have learned in a presentation.
LACC.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		343471	MSLA 8B: Unit 5: Drama Lesson: Research Slide Show Presentation Instructions Second semester Students read the novel and play version of *The Diary of Anne Frank* .	117541	MSLA 8B: Unit 5 Project: Research Presentation Second semester In a graded, summative multimedia presentation, students compare and contrast the play and novel version of
LACC.8.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)		343319 343320 343322	MSLA 8B: Unit 1: Effective Writing Lesson: Purpose and Audience Video: Consider Your Audience Video: Consider Your Purpose Second semester Through a text-based lesson and videos, students learn about how to make their writing more effective by considering audience	120409	MSLA 8A: Unit 6 Discussion: *The Giver* Chapters 1-7 First semester In a discussion thread, students write an article about *The Giver* and post it to a discussion thread for peer revision. Students also read and provide constructive revision suggestions to two peers
Strand: Language Standards 8						
Cluster 1: Conventions of Standard English						
LACC.8.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					

LACC.8.L.1.1.a		Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	343244 343245 343247 343249 343250 343251 343254 343255	MSLA 8A: Unit 3: Verbs Lesson: Action, Being, and Linking Verbs Lesson: Verb Phrases Lesson: Principal Parts of Verbs Lesson: Irregular Verbs Lesson: Progressive Verbs Lesson: Transitive and Intransitive Verbs Lesson: Active and Passive Voice	117446 117447 117448 117449 117451 117452	MSLA 8A: Unit 3 Assignment: Action, Linking, and Helping Verbs Unit 3 Assignment: Tenses Unit 3 Assignment: Irregular Verbs Unit 3 Activity: Progressive Verbs Unit 3 Assignment: Active and Passive Verbs Unit 3 Test: Verbs First semester In graded multiple choice and fill in
LACC.8.L.1.1.b		Form and use verbs in the active and passive voice.	343244 343245 343247 343249 343250 343251 343254 343255	MSLA 8A: Unit 3: Verbs Lesson: Action, Being, and Linking Verbs Lesson: Verb Phrases Lesson: Principal Parts of Verbs Lesson: Irregular Verbs Lesson: Progressive Verbs Lesson: Transitive and Intransitive Verbs Lesson: Active and Passive Voice Video: Segment 2: Mood First semester Through text-based lessons, practice exercises, and videos, students learn about verbs, their different forms and types, and when to use them.	117446 117447 117448 117449 117451 117452	MSLA 8A: Unit 3 Assignment: Action, Linking, and Helping Verbs Unit 3 Assignment: Tenses Unit 3 Assignment: Irregular Verbs Unit 3 Activity: Progressive Verbs Unit 3 Assignment: Active and Passive Verbs Unit 3 Test: Verbs First semester In graded multiple choice and fill in the blank assessments, students demonstrate knowledge of verbs.

LACC.8.L.1.c		Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	343244 343245 343247 343249 343250 343251 343254 343255	MSLA 8A: Unit 3: Verbs Lesson: Action, Being, and Linking Verbs Lesson: Verb Phrases Lesson: Principal Parts of Verbs Lesson: Irregular Verbs Lesson: Progressive Verbs Lesson: Transitive and Intransitive Verbs Lesson: Active and Passive Voice Video: Segment 2: Mood First semester Through text-based lessons, practice exercises, and videos, students learn about verbs, their different forms and types, and when to use them.	117446 117447 117448 117449 117451 117452	MSLA 8A: Unit 3 Assignment: Action, Linking, and Helping Verbs Unit 3 Assignment: Tenses Unit 3 Assignment: Irregular Verbs Unit 3 Activity: Progressive Verbs Unit 3 Assignment: Active and Passive Verbs Unit 3 Test: Verbs First semester In graded multiple choice and fill in the blank assessments, students demonstrate knowledge of verbs.
LACC.8.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.8.L.1.2.a		Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	343217 343331 343357 343406	MSLA 8A: Unit 1: Words and Sentences Lesson: Fragments and Run-On Sentences First semester	117433	MSLA 8A: Unit 1 Assignment: Identify and Edit Basic Sentences First semester Students read and edit sentences using correct punctuation.
LACC.8.L.1.2.b		Use an ellipsis to indicate an omission.	343217 343331 343357	MSLA 8A: Unit 1: Words and Sentences Lesson: Fragments and Run-On	117433	MSLA 8A: Unit 1 Assignment: Identify and Edit Basic Sentences First semester

LACC.8.L.1.2.c		Spell correctly.	343217 343331 343357 343406	MSLA 8A: Unit 1: Words and Sentences Lesson: Fragments and Run-On Sentences First semester In a text-based lesson, students are taught about fragments and run-on sentences. MSLA 8B: Unit 1: Effective Writing Lesson: Grammar and Usage: Conventions and Sentence Types Second semester Text-based lesson on grammar and usage, with a focus on sentences MSLA 8B: Unit 2: Daily Life Lesson: Grammar and Usage: Hyphens, Dashes, and Parentheses Second semester In a text-based lesson with a practice exercise, students learn about hypens, dashes, and paretheses. MSLA 8B: Unit 3: Fiction and	117433	MSLA 8A: Unit 1 Assignment: Identify and Edit Basic Sentences First semester Students read and edit sentences using correct punctuation.
Cluster 2: Knowledge of Language						
LACC.8.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					

LACC.8.L.2.3.a		Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	343244 343245 343247 343249 343250 343251 343254 343255	MSLA 8A: Unit 3: Verbs Lesson: Action, Being, and Linking Verbs Lesson: Verb Phrases Lesson: Principal Parts of Verbs Lesson: Irregular Verbs Lesson: Progressive Verbs Lesson: Transitive and Intransitive Verbs Lesson: Active and Passive Voice Video: Segment 2: Mood First semester Through text-based lessons, practice exercises, and videos	117446 117447 117448 117449 117451 117452	MSLA 8A: Unit 3 Assignment: Action, Linking, and Helping Verbs Unit 3 Assignment: Tenses Unit 3 Assignment: Irregular Verbs Unit 3 Activity: Progressive Verbs Unit 3 Assignment: Active and Passive Verbs Unit 3 Test: Verbs First semester In graded multiple choice and fill in the blank assessments, students demonstrate knowledge of verbs.
Cluster 3: Vocabulary Acquisition and Use						
LACC.8.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.					
LACC.8.L.3.4.a		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343196 343205 343204 343206 343207 343208	MSLA 8A: Unit 1: Words and Sentences Lesson: Word Origins Lesson: Root Words Video: Segment 1: A Short History of Words Video: Segment 2: Roots Lesson: Prefixes and Suffixes Video: Segment 3: Prefixes and Suffixes First semester	117430	MSLA 8A: Unit 1: "Broken Chain" and Word Analysis First semester Through practice exercises in the lesson, and multiple choice questions in the assessment determine the meanings of words.

LACC.8.L.3.4.b		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	343196 343205 343204 343206 343207 343208	MSLA 8A: Unit 1: Words and Sentences Lesson: Word Origins Lesson: Root Words Video: Segment 1: A Short History of Words Video: Segment 2: Roots Lesson: Prefixes and Suffixes	117430	MSLA 8A: Unit 1: "Broken Chain" and Word Analysis First semester Through practice exercises in the lesson, and multiple choice questions in the assessment determine the meanings of words.
LACC.8.L.3.4.c		Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise	343196 343205 343204 343206 343207 343208	MSLA 8A: Unit 1: Words and Sentences Lesson: Word Origins Lesson: Root Words Video: Segment 1: A Short History of Words Video: Segment 2: Roots Lesson: Prefixes and Suffixes Video: Segment 3: Prefixes and Suffixes	117430	MSLA 8A: Unit 1: "Broken Chain" and Word Analysis First semester Through practice exercises in the lesson, and multiple choice questions in the assessment determine the meanings of words.
LACC.8.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	343196 343205 343204 343206 343207 343208	MSLA 8A: Unit 1: Words and Sentences Lesson: Word Origins Lesson: Root Words Video: Segment 1: A Short History of Words Video: Segment 2: Roots	117430	MSLA 8A: Unit 1: "Broken Chain" and Word Analysis First semester Through practice exercises in the lesson, and multiple choice questions in the assessment determine the meanings of words.
LACC.8.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
LACC.8.L.3.5.a		Interpret figures of speech (e.g. verbal irony, puns) in context.	343272 343297	MSLA 8A: Unit 4: Adjectives and Adverbs Lesson: Reading "The Monkey's Paw" by W.W. Jacobs First semester Instruction in identifying parts of	117460	MSLA 8A: Unit 4 Assignment: Adjectives, "The Monkey's Paw" First semester Vocabulary words and parts of speech from the text are identified and defined in multiple choice and

LACC.8.L.3.5.b		Use the relationship between particular words. to better understand each of the words.	343272 343297	MSLA 8A: Unit 4: Adjectives and Adverbs Lesson: Reading "The Monkey's Paw" by W.W. Jacobs First semester Instruction in identifying parts of speech and how they are used for effect in the text.	117460	MSLA 8A: Unit 4 Assignment: Adjectives, "The Monkey's Paw" First semester Vocabulary words and parts of speech from the text are identified and defined in multiple choice and true/false questions.
LACC.8.L.3.5.c		Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	343272 343297	MSLA 8A: Unit 4: Adjectives and Adverbs Lesson: Reading "The Monkey's Paw" by W.W. Jacobs First semester Instruction in identifying parts of speech and how they are used for effect in the text.	117460	MSLA 8A: Unit 4 Assignment: Adjectives, "The Monkey's Paw" First semester Vocabulary words and parts of speech from the text are identified and defined in multiple choice and true/false questions.
LACC.8.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		343205 343207 343211 343212	MSLA 8A: Unit 1: Words and Sentences Lesson: Root Words Lesson: Prefixes and Suffixes Lesson: Connotation, Denotation, an Mood Lesson: Homophone Confusion First semester		MSLA 8A U1: Reading "Broken Chain" by Gary Soto-Practice and Multiple Choice Questions that require students to determine the meanings of words U1: Reading "The Inn of Lost Time" by Lensey Namioka-Practice and

Documentation of Alignment

Advanced Academics Reading Plus

[Florida Intensive Reading Course], v. [1]

Date of Correlation-1-17-2013

Standard ID	Standard	Benchmark	Reading Plus Programs/Lessons	Assessment Name	Gap Analysis	Reccomend	Type of
Grades 9-10: Reading Process							
Fluency							
LA.910.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	The student will:					
LA.910.1.5.1		The student will adjust reading rate based on purpose, text difficulty, form, and style.					
LA.910.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	The student will:					
LA.910.1.6.1		use new vocabulary that is introduced and taught directly.					
LA.910.1.6.2		listen to, read, and discuss familiar and conceptually challenging text.					
LA.910.1.6.3		use context clues to determine meanings of unfamiliar words.	**All Cloze Plus Levels-A-H. For Vocabulary Levels 1-8** The Cloze Plus program develops comprehension competency and vocabulary power through structured context analysis activities. Cloze-Plus™ employs a dual approach that combines structured cloze instruction with vocabulary-in-context activities. This combination provides students with a broad perspective regarding the role of context in the comprehension process. These structured cloze activities require students to use context to complete syntax, thus enhancing comprehension. The vocabulary-in-context activities require students to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context, thus enhancing vocabulary. There are 20 lessons per level for a total of 160 lessons. **Reading Around Words Levels D-L (For Vocabulary Levels 4th-12th Grade) SAT Contextual Vocabulary** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine thir appropriate reading and vocabulary levels. **Cloze Plus Assessment** Each Cloze Plus lesson is graded and teachers may access a detailed skills report by class or by student.			
LA.910.1.6.4		categorize key vocabulary and identify salient features.	**Word Memory Sight Words. Reading Levels 1-3** The Word Memory™ program develops automaticity in word recognition as well as visual/functional proficiency. Both of these basic proficiencies are prerequisites for fluent and efficient silent reading. The Word Memory™ program also provides extensive reinforcement for the development of phonemic awareness, a basic prerequisite for decoding competence.Level A consists of 60 lessons. Level B consists of 40 lessons and Level C consists of 40 lessons.	**Reading Placement Appraisal** As students take the placement tests, they will be tested over the basic abilities to recognize letters and words. If the student does not master the two basic skills, in their test results, it will say the student is not ready to read. **Word Memory Assessment** **Word Memory** presents a series of sight words and students count the number of times they see the word.When students master the word, the word moves to the My Words			
LA.910.1.6.5		relate new vocabulary to familiar words.	**All Cloze Plus Levels-A-H. For Vocabulary Levels 1-8** The Cloze Plus program develops comprehension competency and vocabulary power through structured context analysis activities. Cloze-Plus™ employs a dual approach that combines structured cloze instruction with vocabulary-in-context activities. This combination provides students with a broad perspective regarding the role of context in the comprehension process. These structured cloze activities require students to use context to complete syntax, thus enhancing comprehension. The vocabulary-in-context activities require students to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context, thus enhancing vocabulary. There are 20 lessons per level for a total of 160 lessons. **Reading Around Words Levels D-L (4th-12th Grade) SAT Contextual Vocabulary.** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine thir appropriate reading and vocabulary levels. **Cloze Plus Assessment** Each Cloze Plus lesson is graded and teachers may access a detailed skills report by class or by student.			

LA.910.1.6.6		distinguish denotative and connotative meanings of words.	**All Cloze Plus Levels-A-H. For Grades 1-8** The Cloze Plus program develops comprehension competency and vocabulary power through structured context analysis activities. Cloze-Plus™ employs a dual approach that combines structured cloze instruction with vocabulary-in-context activities. This combination provides students with a broad perspective regarding the role of context in the comprehension process. These structured cloze activities require students to use context to complete syntax, thus enhancing comprehension. The vocabulary-in-context activities require students to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context, thus enhancing vocabulary. There are 20 lessons per level for a total of 160 lessons. **Reading Around Words. For Vocabulary Levels D-L (4th-12th Grade) SAT Contextual Vocabulary.** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine thir appropriate reading and vocabulary levels. **Cloze Plus Assessment** Each Cloze Plus lesson is graded and teachers may access a detailed skills report by class or by student.	
LA.910.1.6.7		identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.			
LA.910.1.6.8		identify advanced word/phrase relationships and their meanings.	**Reading Around Words For Vocabulary Levels D-L (4th-12th Grade)** **The Reading Around Words™ program** assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal and Reading Around Words Assessment** Before students begin using Reading Plus, they take a placement test to determine thir appropriate reading and vocabulary levels.Students who score at 6th grade or above on the vocabulary portion of the test will have the opportunity to work in Reading Around Words. This program presents SAT words in a pretest and postest format. Students take a test over each word series and they only have to practice the words they miss. After they finish practicing the words, they take a posttest to show mastery.	
LA.910.1.6.9		determine the correct meaning of words with multiple meanings in context.			
LA.910.1.6.10		determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.			
LA.910.1.6.11		identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).			
Reading Comprehension					
LA.910.1.7	The student uses a variety of strategies to comprehend grade level text.	The student will:			
LA.910.1.7.1		use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level A-Lessons, 2, 4, 10, 23 and 35. Guided Reading : Level B-Lessons 12 and 24. Guided Reading : Level D-Lessons-5, 8, 10-15,18, 21, 23, 24, 26, 28, 31-33, 41 and 42. Guided Reading : Level E-Lessons, 1,6,8,9, 12, 15, 17, 19, 20, 23, 24, and 27. Guided Reading : Level F-Lessons, 2, 4, 6, 8, 10, 16, 18, 20, 23, and 26-18. Guided Reading : Level G-Lessons, 1-5, 7,8,12,14, and 26. Guided Reading : Level H-Lessons, 5,9, and 20. Guided Reading: Level I-Lessons, 1,5,6,11,12,16, 21 and 28. Guided Reading : Level J-Lessons,1,3,13,15,16, 17 and 21. Guided Reading : Level K-Lessons, 3,9,12,14,18,20, and 25. Guided Reading : Level L-Lessons, 1,9,10,17 and 24. Guided Reading : Level M-Lessons,1-4, 9, 12-14, 16 and 21. **There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions. The lessons about focus on developing prereading strategies at their appropriate reading level.**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	

LA.910.1.7.2		analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level D-Lessons, 2,4,12 and 19. Guided Reading : Level E-Lessons, 2,6,12-16, 19, 22 and 26. Guided Reading : Level F-Lessons, 5, 7-9, 1, 12, 14, 20, and 27. Guided Reading : Level G-Lessons, 4, 7, 14, 16, 18 , 20, 25, 27 and 28. Guided Reading : Level H-Lessons, 2-8, 11, 13, 14, 18 and 27. Guided Reading : Level I-Lessons, 1-4, 6, 7, 10, 13, 16, 20, and 26. Guided Reading : Level J-Lessons, 1,2,4,5, 15, 17, 21, and 25-27. Guided Reading : Level K-Lessons, 5, 17,22,24,25. Guided Reading : Level L-Lessons-1-11,14, 17, 24 and,25. Guided Reading : Level M-Lessons-2, 8-10, 12, 14-18 and 21-22. **Students will read fiction and non-fiction stories and focus on understanding the author's purpose through individualized silent reading practice. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.910.1.7.3		determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	**Guided Reading** All of the Guided Reading Lessons in Levels Pre-Primer through College level have main idea questions. Students read stories within their pre-identified level. The stories are broken into segments and after students read each part they answer comprehension questions. The last question in every story is a main idea question. Students will have multiple opportunities to practice identifying the main idea in both fiction and non-fiction.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.910.1.7.4		identify cause-and-effect relationships in text;	**Guided Reading** Guided Reading Lessons: Level A-Lessons,14,15,18,19,28,31,35,36 and 40. Guided Reading Lessons: Level B-Lessons, 4,6-8,10,13,14,17,20,23,27,30,32,34,36 and 37. Guided Reading Lessons: Level C-Lessons, 3-9,1,12,14,15,18,19,20,21,23,31-35,37 and 39. Guided Reading Lessons: Level D-Lessons, 1,4,6,9-19,21,22,23,25-28,30, and 32-43. Guided Reading Lessons: Level E-Lessons, 3,4,6-12,14-18 and 21-26. Guided Reading Lessons: Level F-Lessons, 2,4-6,10,1216,18-24 and 26. Guided Reading Lessons: Level G-Lessons, 1,2,4,5,7-14,16-19,21-25, 27 and 28. Guided Reading Lessons: Level H-Lessons, 2,3-6,8,9,11,12,14-20 and 22-28. Guided Reading Lessons: Level I-Lessons, 1,3,6-9,11-16,18-252 and 28. Guided Reading Lessons: Level J-Lessons, 2-8,11-20 and 22-27. Guided Reading Lessons: Level K-Lessons, 1-3,5-7 and 10-25. Guided Reading Lessons: Level L-Lessons, 1-5,7,9-13,15, and 18-25. Guided Reading Lessons: Level M-Lessons, 1-6,10,17 and 19-22. **Students will read fiction and non-fiction stories at their appropriate reading level and then answer comprehension questions about cause and effect from the events in the story. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions. The lessons about focus on developing prereading strategies at their appropriate**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills. Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels.	
LA.910.1.7.5		analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact meaning on meaning in text.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading Lessons: Level A-Lessons, 1,3,6-9,12,14,20,25,26,29,3,38 and 40. Guided Reading Lessons: Level B-Lessons,1,,5,6,11I2,15,18,25,27,29,31,32,36,38 and 40. Guided Reading Lessons: Level C-Lessons,1-3,5-9,12,13,15,18,22,25,26,29 and 34-39. Guided Reading Lessons: Level D-Lessons, 1,3,5,7,9,10,12-14,18,21,22,25,29,30,33,35,38,40,42 and 43. Guided Reading Lessons: Level E-Lessons, 1,3,7,10,13-16,18,20-22 and 26. Guided Reading Lessons: Level F-Lessons, 1-4,6-8,10,13,14,16,18,21 and 26-28. Guided Reading Lessons: Level G-Lessons, 1,4-6,8,9,13,14,16-18,20,22,25 and 26. Guided Reading Lessons: Level H-Lessons, 2-5,8,10,12,14,16,21 and 24. Guided Reading Lessons: Level I-Lessons, 2,4,8,9,11,17,1923 and 27. Guided Reading Lessons: Level J-Lessons, 3-5,7-10,13-15,17-20,22, and 24-26. Guided Reading Lessons: Level K-Lessons, 1,3,5,8,11,14,15,17,19 and 21-27. Guided Reading Lessons: Level L-Lessons, 4-10,13,15,18,19,21,25 and 25. Guided Reading Lessons: Level M-Lessons, 1,4,6,7,9,10,12,13,14 and 20. **Students will read fiction and non-fiction stories at their appropriate reading level and then answer comprehension questions about chronological order from the events in the story. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions. The lessons about focus on developing prereading strategies at their appropriate reading level.**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	

LA.910.1.7.6		analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level D-Lessons, 2,4,12 and 19. Guided Reading : Level E-Lessons, 2,6,12-16, 19, 22 and 26. Guided Reading : Level F-Lessons, 5, 7-9, 1, 12, 14, 20, and 27. Guided Reading : Level G-Lessons, 4, 7, 14, 16, 18, 20, 25, 27 and 28. Guided Reading : Level H-Lessons, 2-8, 11, 13, 14, 18 and 27. Guided Reading : Level I-Lessons, 1-4, 6, 7, 10, 13, 16, 20, and 26. Guided Reading : Level J-Lessons, 1,2,4,5, 15, 17, 21, and 25-27. Guided Reading : Level K-Lessons, 5, 17,22,24,25. Guided Reading : Level L-Lessons-1-11,14, 17, 24 and,25. Guided Reading : Level M-Lessons-2, 8-10, 12, 14-18 and 21-22. Students will read fiction and non-fiction stories and focus on understanding the **author's purpose** through individualized silent reading practice. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.910.1.7.7		compare and contrast elements in multiple texts.	**Guided Reading** Guided Reading : Level B-Lessons, 6,16,18 and 19. Guided Reading : Level C-Lessons, 17 and 18. Guided Reading : Level D-Lessons, 1,4,7,9,11,13,14,15,16,18-21,22,24,27-34,37,39 and 40. Guided Reading : Level E-Lessons, 1,2,4-6,9-11,13,14,16,17, and 19-25. Guided Reading : Level F-Lessons, 2-8,10-10,14,15-17,20-25 and 28. Guided Reading : Level G-Lessons, 2-6,8-10,13,14,16,17,19,21,22,24,27 and 28. Guided Reading : Level H-Lessons, 1,3,5-9,13,15,16,18,18,21-23 and 28. Guided Reading : Level I-Lessons, 1,2,4-6-11-17,19,20,23,24,26 and 28. Guided Reading : Level J-Lessons, 2-12,15,16,18,21-24,26 and 27. Guided Reading : Level K-Lessons, 1-8,10-17,19,21 and 22. Guided Reading : Level L-Lessons, 1,3,9,11,13,15,16,18-20,22 and 25. Guided Reading : Level M-Lessons, 1-3,6-16,18,19,21 and 22. **Students will read fiction and non-fiction stories silently and then answer comprehension questions about comparing and contrasting elements of the story. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills. Reading Placement Appraisal	
LA.910.1.7.8		use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	**Guided Reading** Guided Reading Lessons: Level A-Lessons, 7,13,14,17,23 and 25. Guided Reading Lessons: Level B-Lessons, 1,17-15,23,28,30,35 and 38. Guided Reading Lessons: Level C-Lessons, 9-14, 24 and 35. Guided Reading Lessons: Level D-Lessons, 5,6,9,11,13,15,21,23,28-30,33,35,40 and 41. Guided Reading Lessons: Level E-Lessons, 1-3,6,7,9-13,15 and 26. Guided Reading Lessons: Level F-Lessons, 3-7,9,11-15,18,20,21 and 28. Guided Reading Lessons: Level G-Lessons, 2-5,7,9,10,12,13,15,17,18,26 and 28. Guided Reading Lessons: Level H-Lessons, 1,3,4,7,8,12-21 and 23-28. Guided Reading Lessons: Level I-Lessons, 1-5,8-10,12-15,17,20,21,26 and 28. Guided Reading Lessons: Level J-Lessons, 2,3,4,6,7,9,11,12,16,8-24 and 26. Guided Reading Lessons: Level K-Lessons, 3-11,14,19,23 and 27. Guided Reading Lessons: Level L-Lessons, 2,4-13,18 and 22. Guided Reading Lessons: Level M-Lessons, 1-12, 15-18 and 21. **Students will read fiction and non-fiction stories and then answer comprehension questions about summarizing and main idea. Teachers can also use the offline writing activities and graphic organizers to help reinforce this skill. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions. The lessons about focus on developing prereading strategies at their appropriate reading level.**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Literary Nonfiction					
Fiction					
LA.910.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response.	The student will:			

LA.910.2.1.6		create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level A-Lesson 10. Guided Reading : Level B-Lesson 24. Guided Reading : Level C-Lessons, 1 and 3. Guided Reading : Level D-Lessons, 1,3-5,8,10-12,15,18,21,23,24,26,28,32-34,38,40 and 42. Guided Reading : Level E-Lessons, 1,3-6,9,11,12,14-16,18,19,21,22 and 27. Guided Reading : Level F-Lessons, 1,2,4,6,11-17,20, and 24-27. Guided Reading : Level G-Lessons, 1-5,7,11,13-15,17,20,25 and 28. Guided Reading : Level H-Lessons, 2-7,7,12,13,17,22, and 25-28. Guided Reading : Level I-Lessons, 2,4,8,9,11,17,19,23 and 27. Guided Reading : Level J-Lessons, 1-3,5,7-10,13-15,17,20,23 and 27. Guided Reading : Level K-Lessons, 3,6,8,11,13,14,16,18,and 23-25. Guided Reading : Level L-Lessons, 1,2,5,9,10,12,14,16,18,21,22 and 25. Guided Reading : Level M-Lessons, 1-9,11,12,16,18,19,21 and 22. **Students will read fiction and non-fiction stories silently and then answer comprehension questions about the characterizations from each story. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.910.2.1.7		analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;	**Guided Reading (Reading Levels Pre-Primer-College)** **Figurative Language** Guided Reading : Level-C Lessons, 1 and 40. Guided Reading : Level- D Lessons, 8-12,21,24,36,40 and 42. Guided Reading : Level-E Lessons, 2-4, ,10-1417-1922,24,25 and 27. Guided Reading : Level-F Lessons, 3,7-9,12-16,18-23,25,26 and 28. Guided Reading : Level G Lessons, 1,7,10,12,14,16-21 and 23-26. Guided Reading : Level H Lessons, 1,2,4,5,7-10,12,14,16-19,21,22 and 24-27. Guided Reading : Level I Lessons, 2,7,10,13,16,18,19 and 21-26. Guided Reading : Level J Lessons, 1-3,2-7,9,12-15,17,19-21,24,25 and 27. Guided Reading : Level K Lessons, 2-5,7-13,16-25 and 27. Guided Reading : Level L Lessons, 3,6-9,11-13,18-20 and 23-25. Guided Reading : Level M Lessons, 3,4,7-9,11,18 and 22. **Mood and Tone** Guided Reading : Level-E Lessons, 16, 18 and 21. Guided Reading : Level F Lessons, 2,7, 18 and 28. Guided Reading : Level G Lessons, 2, 11, 19 and 20. Guided Reading : Level H Lessons, 3,4,16,24 and 28. Guided Reading : Level I Lessons, 4,7,27 and 28. Guided Reading : Level J Lessons, 9,16 and 27. Guided Reading : Level K Lessons, 19,20,25 and 26. Guided Reading : Level L Lessons, 4,7,8,10,13,14,17 and 24. Guided Reading : Level M Lessons, 1,5,9,14,18,21 and 22. **Students will read fiction and non-fictional stories at their individualized reading level and then answer questions about the author's use of figurative language and how the use of descriptive language helps set the tone and mood of the stories. There**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.910.2.1.9		identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.			
LA.910.2.1.10		select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.	**Guided Reading** When students work in the Guided Reading program, all of the levels from pre-primer to college level give students an opportunity to select different types of fictional stories from different genres from their menu. There are a variety of different styles and themes in their story selections. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Nonfiction					
LA.910.2.2	The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	The student will:			
LA.910.2.2.1		analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings.			

LA.910.2.2.2		use information from the text to answer questions or to state the main idea or provide relevant details.	**Guided Reading (Reading Levels Pre-Primer-College)** All of the Guided Reading Lessons in Levels Pre-Primer through College level have main idea questions. Students read stories within their pre-identified level. The stories are broken into segments and after students read each part they answer comprehension questions. The last question in every story is a main idea question. Students will have multiple opportunities to practice identifying the main idea in both fiction and non-fiction. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.910.2.2.3		organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).	**Offline Comprehension Skill-Building Lessons** Lessons. Teacher have access to free offline skill-building worksheets an graphic organizers to target specific comprehension skill practice to help students understand more when they read.	**Offline Comprehension Grading Key** Students will complete the offline comprehension skill building lessons for targeted skills and then they will use the grading key found in the help area to grade student assignments.	
LA.910.2.2.4		identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/ functional text.			
LA.910.2.2.5		select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	**Guided Reading (Reading Levels Pre-Primer-College)** Reading Plus has both fiction and non-fiction stories. Students who start in the lower levels of Guided Reading will begin by reading fictional stories. As their levels advance, they will be presented with non-fictional stories about history, and biographies of famous people. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L)	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels Reading Placement Appraisal. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Prewriting					
LA.910.3.1	The student will use prewriting strategies to generate ideas	The student will			
LA.910.3.1.3		prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	**Offline Comprehension Skill-Building Lessons** Teachers have access to free offline skill-building worksheets an graphic organizers to target specific comprehension skill practice to help students understand more when they read. The offline writing materials have several different types of graphic organizers to help students develop organizational strategies for writing.	**Offline Comprehension Grading Key** Students will complete the offline comprehension skill building lessons for targeted skills and then they will use the grading key found in the help area to grade student assignments.	
Creative					
LA.910.4.1	The student develops and demonstrates creative writing.	The student will:			
LA.910.4.1.1		write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description.	**Offline Writing Guidelines for Teachers and Students** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and	
LA.910.4.1.2		incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	**Offline Writing Guidelines for Teachers and Students** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from the list of writing activities target specific skills. The writing activities are aligned to the 25 comprehension skills so teachers may choose writing activities based on the individual needs of each student.	
Informative					
LA.910.4.2	The student develops and demonstrates techeical writing that provides information related to real-world tasks.	The student will:			

LA.910.4.2.1		write in a variety of informational/expository forms, including a variety of technical documents (e.g.,how-to-manuals, procedures, assembly directions).	**Offline Writing Guidelines for Teachers and Students** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal. The writing activities have several different types of writing prompts. Teachers may assign students to do procedural writing or just do informational writing.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from the list of writing activities target specific skills. The writing activities are aligned to the 25 comprehension skills so teachers may choose writing activities based on the individual needs of each student.	
LA.910.4.2.2		record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.			
Persuasive					
LA.910.4.3	The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	The student will:			
LA.910.4.3.2		include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).	**Offline Writing Guidelines for Teachers and Students** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal. The writing activities have several different types of writing prompts. Teachers may assign students to do procedural writing, persuasive writing or informational writing.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from	
Listening and Speaking					
LA.910.5.2	The student effectively applies listening and speaking strategies.	The student will:			
LA.910.5.2.1		select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).			
LA.910.5.2.2		research and organize information for oral communication appropriate for the occasion, audience,and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).			
LA.910.5.2.5		research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).			
Informational Text					
LA.910.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	The student will:			
LA.910.6.1.1		explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.			
LA.910.6.1.2		analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents.			
Research Process					
LA.910.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	The student will:			

LA.910.6.2.1		select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.			
LA.910.6.2.2		organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.			
Media Literacy					
LA.910.6.3	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	The student will:			
LA.910.6.3.1		distinguish between propaganda and ethical reasoning strategies in print and nonprint media.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level D-Lesson 4. Guided Reading : Level E-Lessons, 11,22,25 and 27. Guided Reading : Level G-Lessons, 13 and 18. Guided Reading : Level H-Lessons, 3,9,17 and 20. Guided Reading : Level I-Lessons, 5,12, 13, 15, 18, 21 and 27. Guided Reading : Level J-Lesson 9. Guided Reading : Level K-Lessons, 5,9,11 and 24. Guided Reading : Level L-Lessons, 1,8,10 and 22. Guided Reading : Level M-Lessons, 12 and 13. **Students will read fiction and non-fiction stories at their appropriate reading level and then answer questions about different ways author can manipulate the story to fit their own point of view and force the general public's opinion. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels Reading Placement Appraisal. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Technology					
LA.910.6.4	The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	The student will:			
LA.910.6.4.2		routinely use digital tools for publication, communication and productivity.			
Grades 11-12: Reading Process					
Fluency					
LA.1112.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	The student will:			
LA.1112.1.5.1		The student will adjust reading rate based on purpose, text difficulty, form, and style.			
Vocabulary Development					
LA.1112.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	The student will:			
LA.1112.1.6.2		listen to, read, and discuss familiar and conceptually challenging text.			

LA.1112.1.6.3		use context clues to determine meanings of unfamiliar words.	**All Cloze Plus Levels-A-H. For Vocabulary Levels 1-8** The Cloze Plus program develops comprehension competency and vocabulary power through structured context analysis activities. Cloze-Plus™ employs a dual approach that combines structured cloze instruction with vocabulary-in-context activities. This combination provides students with a broad perspective regarding the role of context in the comprehension process. These structured cloze activities require students to use context to complete syntax, thus enhancing comprehension. The vocabulary-in-context activities require students to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context, thus enhancing vocabulary. There are 20 lessons per level for a total of 160 lessons. **Reading Around Words Levels D-L (For Vocabulary Levels 4th-12th Grade) SAT Contextual Vocabulary** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. The placement test provides detailed information about student's reading rate, vocabulary skills, comprehension skills and perceptual memory ability. **Cloze Plus Assessment** Each Cloze Plus lesson is graded and teachers may access a detailed skills report by class or by student.	
LA.1112.1.6.4		categorize key vocabulary and identify salient features.	**Word Memory Sight Words. Reading Levels .5-3** The Word Memory™ program develops automaticity in word recognition as well as visual/functional proficiency. Both of these basic proficiencies are prerequisites for fluent and efficient silent reading. The Word Memory™ program also provides extensive reinforcement for the development of phonemic awareness, a basic prerequisite for decoding competence. Level A consists of 60 lessons. Level B consists of 40 lessons and Level C consists of 40 lessons.	**Reading Placement Appraisal** As students take the placement tests, they will be tested over the basic abilities to recognize letters and words. If the student does not master the two basic skills, in their test results, it will say the student is not ready to read. **Word Memory Assessment** **Word Memory** presents a series of sight words and student count the number of times they see the word. When students master the word, the word moves to the My Words list. Words they need to work on will appear in the Hard Words list.	
LA.1112.1.6.5		relate new vocabulary to familiar words.	**All Cloze Plus Levels-A-H. For Vocabulary Levels 1-8** The Cloze Plus program develops comprehension competency and vocabulary power through structured context analysis activities. Cloze-Plus™ employs a dual approach that combines structured cloze instruction with vocabulary-in-context activities. This combination provides students with a broad perspective regarding the role of context in the comprehension process. These structured cloze activities require students to use context to complete syntax, thus enhancing comprehension. The vocabulary-in-context activities require students to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context, thus enhancing vocabulary. **Reading Around Words Levels D-L (For Vocabulary Levels 4th-12th Grade) SAT Contextual Vocabulary** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine third appropriate reading and vocabulary levels. **Cloze Plus Assessment** Each Cloze Plus lesson is graded and teachers may access a detailed skills report by class or by student.	
LA.1112.1.6.6		distinguish denotative and connotative meanings of words.	**All Cloze Plus Levels-A-H. For Grades 1-8** The Cloze Plus program develops comprehension competency and vocabulary power through structured context analysis activities. Cloze-Plus™ employs a dual approach that combines structured cloze instruction with vocabulary-in-context activities. This combination provides students with a broad perspective regarding the role of context in the comprehension process. These structured cloze activities require students to use context to complete syntax, thus enhancing comprehension. The vocabulary-in-context activities require students to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context, thus enhancing vocabulary. There are 20 lessons per level for a total of 160 lessons. **Reading Around Words Levels D-L (For Vocabulary Levels 4th-12th Grade) SAT Contextual Vocabulary** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine third appropriate reading and vocabulary levels. **Cloze Plus Assessment** Each Cloze Plus lesson is graded and teachers may access a detailed skills report by class or by student.	
LA.1112.1.6.7		identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.			
LA.1112.1.6.8		identify advanced word/phrase relationships and their meanings.	**Reading Around Words D-L (For Vocabulary Levels 4th-12th Grade) SAT Contextual Vocabulary** The Reading Around Words™ program assists students in developing vocabulary knowledge through structured context analysis activities. The lessons contain SAT contextual vocabulary words geared toward each appropriate grade level. Each level is divided into 16 lessons that contain 15 words each, for a total of 240 word lessons per level.	**Reading Placement Appraisal & Reading Around Words Assessment** Before students begin using Reading Plus, they take a placement test to determine third appropriate reading and vocabulary levels. Students who score at 6th grade or above on the vocabulary portion of the test will have the opportunity to work in Reading Around Words. This program presents SAT words in a pretest and posttest format. Students take a test over each word series and they only have to practice the words they miss. After they finish practicing the words, they take a posttest to show mastery.	
LA.1112.1.6.9		determine the correct meaning of words with multiple meanings in context.			
LA.1112.1.6.10		determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.			
LA.1112.1.6.11		identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).			

Reading Comprehension							
LA.1112.1.7	The student uses a variety of strategies to comprehend grade level text.	The student will:					
LA.1112.1.7.1		use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level A-Lessons, 2, 4, 10, 23 and 35. Guided Reading : Level B-Lessons 12 and 24. Guided Reading : Level D-Lessons-5, 8, 10-15,18, 21, 23, 24, 26, 28, 31-33, 41 and 42. Guided Reading : Level E-Lessons, 1,6,8,9, 12, 15, 17, 19, 20, 23, 24, and 27. Guided Reading : Level F-Lessons, 2, 4, 6, 8, 10, 16, 18, 20, 23, and 26-18. Guided Reading : Level G-Lessons, 1-5, 7,8,12,14, and 26. Guided Reading : Level H-Lessons, 5,9, and 20. Guided Reading : Level I-Lessons, 1,5,6,11,12,16, 21 and 28. Guided Reading : Level J-Lessons,1,3,13,15,16, 17 and 21. Guided Reading : Level K-Lessons, 3,9,12,14,18,20, and 25. Guided Reading : Level L-Lessons, 1,9,10,17 and 24. Guided Reading : Level M-lessons, 1-4, 9, 12-14, 16 and 21. **When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L). The lessons above focus on developing prereading strategies at their appropriate reading level.**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		
LA.1112.1.7.2		analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level D-Lessons, 2,4,12 and 19. Guided Reading : Level E-Lessons, 2,6,12-16, 19, 22 and 26. Guided Reading : Level F-Lessons, 5, 7-9, 1, 12, 14, 20, and 27. Guided Reading : Level G-Lessons, 4, 7, 14, 16, 18, 20, 25, 27 and 28. Guided Reading : Level H-Lessons, 2-8, 11, 13, 14, 18 and 27. Guided Reading : Level I-Lessons, 1-4, 6, 7, 10, 13, 16, 20, and 26. Guided Reading: Level J-Lessons, 1,2,4,5, 15, 17, 21, and 25-27. Guided Reading : Level K-Lessons, 5, 17,22,24,25. Guided Reading : Level L-Lessons-1-11,14, 17, 24 and,25. Guided Reading : Level M-Lessons-2, 8-10, 12, 14-18 and 21-22. **Students will read fiction and non-fiction stories and focus on understanding the author's purpose through individualized silent reading practice. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		
LA.1112.1.7.3		determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;	**Guided Reading (Reading Levels Pre-Primer-College)** **All of the Guided Reading Lessons in Levels Pre-Primer through College level have main idea questions. Students read stories within their pre-identified level. The stories are broken into segments and after students read each part they answer comprehension questions. The last question in every story is a main idea question. Students will have multiple opportunities to practice identifying the main idea in both fiction and non-fiction.**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. All main idea questions are graded and sent to the comprehension skills database where they may be reviewed by teachers.		
LA.1112.1.7.4		identify cause-and-effect relationships in text.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level A-Lessons,14,15,18,19,28,31,35,36 and 40. Guided Reading : Level B-Lessons, 4,6-8,10,13,14,17,20,23,27,30,32,34,36 and 37. Guided Reading : Level C-Lessons, 3-9,1,12,14,15,18,19,20,21,23,31-35,37 and 39. Guided Reading : Level D-Lessons, 1,4-6,9-19,21,22,23,25-28,30, and 32-43. Guided Reading : Level E-Lessons, 3,4,6-12,14-18 and 21-26. Guided Reading : Level F-Lessons, 2,4-6,10,12\16,18-24 and 26. Guided Reading : Level G-Lessons, 1,2,4,5,7-14,16-19,21-25, 27 and 28. Guided Reading : Level H-Lessons, 2,3-6,8,9,11,12,14-20 and 22-28. Guided Reading : Level I-Lessons, 1,3,6-9,11-16,18-252 and 28. Guided Reading : Level J-Lessons, 2-8,11-20 and 22-27. Guided Reading : Level K-Lessons, 1-3,5-7 and 10-25. Guided Reading : Level L-Lessons, 1-5,7,9-13,15, and 18-25. Guided Reading : Level M-Lessons, 1-6,10,17 and 19-22. **Students will read fiction and non-fiction stories at their appropriate reading level and then answer comprehension questions about cause and effect from the events in the story. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		

LA.1112.1.7.5		analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact meaning on meaning in text.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading Lessons: Level D-Lessons, 2,4,12 and 19. Guided Reading Lessons: Level E-Lessons, 2,6,12-16, 19, 22 and 26. Guided Reading Lessons: Level F-Lessons, 5, 7-9, 1, 12, 14, 20, and 27. Guided Reading Lessons: Level G-Lessons, 4, 7, 14, 16, 18, , 20, 25, 27 and 28. Guided Reading Lessons: Level H-Lessons, 2-8, 11, 13, 14, 18 and 27. Guided Reading Lessons: Level I-Lessons, 1-4, 6, 7, 10, 13, 16, 20, and 26. Guided Reading Lessons: Level J-Lessons, 1,2,4,5, 15, 17, 21, and 25-27. Guided Reading Lessons: Level K-Lessons, 5, 17,22,24,25. Guided Reading Lessons: Level L-Lessons-1-11,14, 17, 24 and,25. Guided Reading Level M-Lessons-2, 8-10, 12, 14-18 and 21-22. **Students will read fiction and non-fiction stories and focus on understanding the author's purpose through individualized silent reading practice. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		
LA.1112.1.7.6		analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading Lessons: Level D-Lessons, 2,4,12 and 19. Guided Reading Lessons: Level E-Lessons, 2,6,12-16, 19, 22 and 26. Guided Reading Lessons: Level F-Lessons, 5, 7-9, 1, 12, 14, 20, and 27. Guided Reading Lessons: Level G-Lessons, 4, 7, 14, 16, 18 , 20, 25, 27 and 28. Guided Reading Lessons: Level H-Lessons, 2-8, 11, 13, 14, 18 and 27. Guided Reading Lessons: Level I-Lessons, 1-4, 6, 7, 10, 13, 16, 20, and 26. Guided Reading Lessons: Level J-Lessons, 1,2,4,5, 15, 17, 21, and 25-27. Guided Reading Lessons: Level K-Lessons, 5, 17,22,24,25. Guided Reading Lessons: Level L-Lessons-1-11,14, 17, 24 and,25. Guided Reading Level M-Lessons-2, 8-10, 12, 14-18 and 21-22. **Students will read fiction and non-fiction stories and focus on understanding the author's purpose through individualized silent reading practice. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		
LA.1112.1.7.8		use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level A-Lessons, 7,13,14,17,23 and 25. Guided Reading : Level B-Lessons, 1,17-15,23,28,30,35 and 38. Guided Reading : Level C-Lessons, 9-14, 24 and 35. Guided Reading : Level D-Lessons, 5,6,9,11,13,15,21,23,28-30,33,35,40 and 41. Guided Reading : Level E-Lessons, 1-3,6,7,9-13,15 and 26. Guided Reading : Level F-Lessons, 3-7,9,11-15,18,20,21 and 28. Guided Reading : Level G-Lessons, 2-5,7,9,10,12,13,15,17,18,26 and 28. Guided Reading : Level H-Lessons, 1,3,4,7,8,12-21 and 23-28. Guided Reading : Level I-Lessons, 1-5,8-10,12-15,17,20,21,26 and 28. Guided Reading : Level J-Lessons, 2,3,4,6,7,9,11,12,16,8-24 and 26. Guided Reading: Level K-Lessons, 3-11,14,19,23 and 27. Guided Reading : Level L-Lessons, 2,4-13,18 and 22. Guided Reading : Level M-Lessons, 1-12, 15-18 and 21. **Students will read fiction and non-fiction stories and then answer comprehension questions about summarizing and main idea. Teachers can also use the offline writing activities and graphic organizers to help reinforce these skills. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		
Fiction							
LA.1112.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary	The student will:					
LA.1112.2.1.6		create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and flashback).	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading Lessons: Level A-Lesson 10. Guided Reading Lessons: Level B-Lesson 24. Guided Reading Lessons: Level C-Lessons, 1 and 3. Guided Reading Lessons: Level D-Lessons, 1,3-5,8,10-12,15,18,21,23,24,26,28,32-34,38,40 and 42. Guided Reading Lessons: Level E-Lessons, 1,3-6,9,11,12,14-16,18,19,21,22 and 27. Guided Reading Lessons: Level F-Lessons, 1,2,4,6,11-17,20, and 24-27. Guided Reading Lessons: Level G-Lessons, 1-5,7,11,13-15,17,20,25 and 28. Guided Reading Lessons: Level H-Lessons, 2-7,7,12,13,17,22, and 25-28. Guided Reading Lessons: Level I-Lessons, 2,4,8,9,11,17,19,23 and 27. Guided Reading Lessons: Level J-Lessons, 1-3,5,7-10,13-15,17,20,23 and 27. Guided Reading Lessons: Level K-Lessons, 3,6,8,11,13,14,16,18,and 23-25. Guided Reading Lessons: Level L-Lessons, 1,2,5,9,10,12,14,16,18,21,22 and 25. Guided Reading Lessons: Level M-Lessons, 1-9,11,12,16,18,19,21 and 22. **Students will read fictional stories and then answer questions about the characterizations from each story. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.		

LA.1112.2.1.7		analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions.	**Guided Reading (Reading Levels Pre-Primer-College)** **Figurative Language** Guided Reading : Level-C Lessons, 1 and 40. Guided Reading : Level-D Lessons, 8-12,21,24,36,40 and 42. Guided Reading : Level-E Lessons, 2-4,,10-1417-1922,24,25 and 27. Guided Reading : Level-F Lessons, 3,7-9,12-16,18-23,25,26 and 28. Guided Reading : Level-G Lessons, 1,7,10,12,14,16-21 and 23-26. Guided Reading : Level-H Lessons, 1,2,4,5,7-10,12,14,16-19,21,22 and 24-27. Guided Reading : Level-I Lessons, 2,7,10,13,16,18,19 and 21-26. Guided Reading : Level-J Lessons, 1-3,2-7,9,12-15,17,19-21,24,25 and 27. Guided Reading : Level-K Lessons, 2-5,7-13,16-25 and 27. Guided Reading : Level-L Lessons, 3,6-9,11-13,18-20 and 23-25. Guided Reading : Level-M Lessons, 3,4,7-9,11,18 and 22. **Mood and Tone** Guided Reading : Level-E Lessons, 16, 18 and 21. Guided Reading : Level-F Lessons, 2, 7, 18 and 28. Guided Reading : Level-G Lessons, 2, 11, 19 and 20. Guided Reading : Level-H Lessons, 3,4,16,24 and 28. Guided Reading : Level-I Lessons, 4,7,27 and 28. Guided Reading : Level-J Lessons, 9,16 and 27. Guided Reading : Level-K Lessons, 19,20,25 and 26. Guided Reading : Level-L Lessons, 4,7,8,10,13,14,17 and 24. Guided Reading : Level-M Lessons, 1,5,9,14,18,21 and 22. **Students will read fiction and non-fictional stories at their individualized reading level and then answer questions about the author's use of figurative language and how the use of descriptive language helps set the tone and mood of the stories. There**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels Reading Placement Appraisal. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
LA.1112.2.1.9		describe changes in the English language over time, and support these descriptions with examples from literary texts; and			
LA.1112.2.1.10		select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.	**Guided Reading** When students work in the Guided Reading program, all of the levels from pre-primer to college level give students an opportunity to select different types of fictional stories from different genres from their menu. There are a variety of different styles and themes in their story selections. There are a total of 450 reading selections in the Guided Reading' library in levels ranging from 1 - 12 (PreA - L). When students work in the Guided Reading program, they will read leveled stories and then answer comprehension questions.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Nonfiction					
LA.1112.2.2	The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	The student will:			
LA.1112.2.2.1		analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).			
LA.1112.2.2.2		use information from the text to answer questions or to state the main idea or provide relevant details.	**Guided Reading (Reading Levels Pre-Primer-College)** All of the Guided Reading Lessons in Levels Pre-Primer through College level have main idea questions. Students read stories within their pre-identified level. The stories are broken into segments and after students read each part they answer comprehension questions. The last question in every story is a main idea question. Students will have multiple opportunities to practice identifying the main idea in both fiction and non-fiction. There are a total of 450 reading selections in the Guided Reading' library in levels ranging from 1 - 12 (PreA - L).	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels Reading Placement Appraisal. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where	
LA.1112.2.2.3		organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).	**Offline Comprehension Skill-Building Lessons** Teachers have access to free offline skill-building worksheets and graphic organizers to target specific comprehension skill practice to help students understand more when they read.	**Offline Comprehension Grading Key** Students will complete the offline comprehension skill building lessons for targeted skills and then teachers will use the grading key found in the help area to grade student assignments.	
LA.1112.2.2.4		identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/ functional text).			

LA.1112.2.2.5		select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	**Guided Reading (Reading Levels Pre-Primer-College)** Reading Plus has both fiction and non-fiction stories. Students who start in the lower levels of Guided Reading will begin by reading fictional stories. As their levels advance, they will read both non-fictional stories about history, and biographies of famous people.	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels Reading Placement Appraisal. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Prewriting					
LA.1112.3.1	The student will use prewriting strategies to generate ideas and formulate a plan.	The student will prewrite by			
LA.1112.3.1.3		using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	**Offline Writing Activities** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from the list of writing activities target specific skills. The writing activities are aligned to the 25 comprehension skills so teachers may choose writing activities based on the individual needs of each student.	
Creative					
LA.1112.4.1	The student develops and demonstrates creative writing.	The student will:			
LA.1112.4.1.1		write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description.	**Offline Comprehension Skill-Building Lessons** Lessons. Teacher have access to free offline skill-building worksheets an graphic organizers to target specific comprehension skill practice to help students understand more when they read. The offline writing materials have several different types of graphic organizers to help students develop organizational strategies for writing.	**Offline Comprehension Grading Key** Students will complete the offline comprehension skill building lessons for targeted skills and then they will use the grading key found in the help area to grade student assignments.	
LA.1112.4.1.2		incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	**Offline Writing Activities** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system tracks student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from the list of writing activities target specific skills. The writing activities are aligned to the 25 comprehension skills so teachers may choose writing activities based on the individual needs of each student.	
Informative					
LA.1112.4.2	The student develops and demonstrates technical writing that provides information related to real-world tasks.	The student will:			
LA.1112.4.2.1		write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions).	**Offline Writing Activities** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal. The writing activities have several different types of writing prompts. Teachers may assign students to do procedural writing or informational writing.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from the list of writing activities target specific skills. The writing activities are aligned to the 25 comprehension skills so teachers may choose writing activities based on the individual needs of each student.	
LA.1112.4.2.2		record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.			
Persuasive					
LA.1112.4.3	The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	The student will:			

LA.1112.4.3.2		include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).	**Offline Writing Guidelines** Reading Plus provides free writing guidelines and resources to help provide writing practice opportunities. Teachers can download the graphic organizers and writing prompts to use with individual students or with the whole class. In addition to the offline writing activities, after students finish their Guided Reading story, the program will generate a writing prompt under the My Writing Tab. Student can access the writing prompt question and do a short writing exercise in a journal. The writing activities have several different types of writing prompts. Teachers may assign students to do procedural writing, persuasive writing or informational writing.	**Offline Teacher Writing Guidelines** The Reading Plus system provides fluency-building activities that include intensive practice with the 25 comprehension skills. The system track student performance and automatically assigns Offline Comprehension Skills worksheets for any skills that the student does not master. Skill worksheets provide explicit instruction and practice and each successive level progressively introduces more complex skills application and practice. Teachers may select appropriate weekly activities and skill focus areas from the list of writing activities target specific skills. The writing activities are aligned to the 25 comprehension skills so teachers may choose writing activities based on the individual needs of each student.	
Listening and Speaking					
LA.1112.5.2	The student effectively applies listening and speaking strategies.	The student will:			
LA.1112.5.2.1		demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations.			
LA.1112.5.2.2		apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria.			
LA.1112.5.2.5		research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.			
Informational Text					
LA.1112.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	The student will:			
LA.1112.6.1.1		explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.			
LA.1112.6.1.2		analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents.			
Research Process					
LA.1112.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	The student will:			
LA.1112.6.2.1		select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.			
LA.1112.6.2.2		organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.			
Media Literacy					
LA.1112.6.3	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	The student will:			

LA.1112.6.3.1		distinguish between propaganda and ethical reasoning strategies in print and nonprint media.	**Guided Reading (Reading Levels Pre-Primer-College)** Guided Reading : Level D-Lesson 4. Guided Reading : Level E-Lessons, 11,22,25 and 27. Guided Reading : Level G-Lessons, 13 and 18. Guided Reading : Level H-Lessons, 3,9,17 and 20. Guided Reading : Level I -Lessons, 5,12,13,15,18,21 and 27. Guided Reading : Level J-Lesson 9. Guided Reading : Level K-Lessons, 5,9,11 and 24. Guided Reading : Level L-Lessons, 1,8,10 and 22. Guided Reading : Level M-Lessons, 12 and 13. **Students will read fiction and non-fiction stories at their appropriate reading level and then answer questions about different ways an author can manipulate the story to fit their own point of view and force general public opinion. There are a total of 450 reading selections in the Guided Reading™ library in levels ranging from 1 - 12 (PreA - L).**	**Reading Placement Appraisal** Before students begin using Reading Plus, they take a placement test to determine their appropriate reading and vocabulary levels. **Guided Reading Assessment** Each Guided Reading lesson is graded and the information is sent to a database where teachers can view a report to show student mastery over specific comprehension skills.	
Technology					
LA.1112.6.4	The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	The student will:			
LA.1112.6.4.2		routinely use digital tools for publication, communication and productivity.			

Documentation of Alignment

Advanced Academics English I A/B
(Course ID: 1001310)
ELA Common Core State Standards (Grades 9-10)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		349021	Eng I A: Unit 6: The Hero's Quest Lesson: "The Great Vision" by Black Elk/John G. Neihardt First semester In a text-based lesson, students are guided through the reading with questions asked before you read, during, and after reading. Practice exercises instruct students to analyze the story and cite evidence from the text to support conclusions drawn from the text.	117678	Eng II B: Unit 4 Paper: Explicating William Blake's "To the Evening Star" Second semester In a graded writing product with rubric feedback from a teacher, students analyze the meaning of a poem and the literary devices used. Students use and cite specific text from the poem to support analysis of what the text explicitly as well as inferences drawn from the text.
LACC.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		346799	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Native American Stories First semester In a text-based lesson including practice exercises and reader response, students are required to identify and analyze theme and how author develops and shapes theme through details in the story. Students write an objective summary. Eng II B : Unit 1: Short Stories Lesson: Theme Lesson: Finding Themes in "The Trout" Second semester Through text-based instruction, students identify the types of theme, including primary theme, secondary themes, implicit and explicit themes. Demonstration of finding clues in the story to identify the theme.	120049 120038 120048	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck.

LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		343584	Eng I B: Unit 4: *Romeo and Juliet* Prologue and Act I Lesson: After You Read *Romeo and Juliet* Act I Second semester Through practice exercises and multiple choice questions, students analyze complex characters in the play and how they develop, interact with other characters, and advance the plot of the play.	120200	Eng II A: Unit 4: Required Chat: Tragic Character First semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis.
Cluster 2: Craft and Structure						
LACC.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		343316 343339 343343 343363 343364 343340 343342	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Finding Meaning in Context Video: Reading Context Clues Lesson: Finding Meaning in Word Origins Video: Interpreting Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game" First semester Through text-based lessons , practice exercises, videos, and reader response, students receive direct instruction on how to determine the meanings of words and phrases within a text, including figurative and connotative meanings. They analyze the cumulative impact of specific word choices on meaning and tone.	119558	Eng I A: Unit 1 Vocabulary Test: "Most Dangerous Game First semester In a graded formative assessment, students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		348544 348540 348539 348542 348546	Eng I A: Unit 3: Exploring Narratives Lesson: Literary Elements: Point of View Lesson: "The Scarlet Ibis" by James Hurst Lesson: Narrative Elements: Character, Setting, Plot, and Conflict Lesson: "The Lady, or the Tiger?" by Frank Stockton Lesson: "Where Have You Gone, Charming Billy?" by Tim O'Brien First semester Through text-based instruction, practice exercises and comprehension questions, students analyze the structure of a text and how authors create flashbacks, tension, and mystery.	119733	Eng I A: Unit 3 Assignment: Characters, Conflict, Plot, and Setting First semester In a graded formative assessment, students student complete multiple choice questions analyzing chracters, foreshadowing, setting, conflict, and flashback in stories.

LACC.910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		348545	Eng I A: Unit 3: Exploring Narratives Lesson: "Marriage is a Private Affair" by Chinua Achnebe First semester Through text-based instruction, post-reading analysis questions, and reader response, students analyze point of view.	117660	Eng II B: Unit 2: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students write an essay analyzing Gregor's point of view from the story and how he could have changed his views/actions.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		343706 343707	Eng II B: Unit 2: *The Metamorphosis* by Franz Kafka Lesson: Surrealism Lesson: Symbolism Second semester Through text-based instruction, students learn about surrealism as the idea that art and symbols hold different meanings for different people and those ideas should be fluid. The lesson discusses Surrealism can be found in art and writing as Franz Kafka is a surrealist because of the influence of his own dreams on his content.	117660	Eng II B: Unit 2 Paper: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students analyze the theme of alienation in a Magritte painting and connect it to Kafka's novel.
LACC.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		343766	Eng II B: Unit 5: *An Enemy of the People* Lesson: The Cain and Abel Motif in *An Enemy of the People* Second semester Through text-based instruction in a text-based lesson, students learn that Ibsen draws on characters from the Bible and transforms them into the brother characters in his play.	120448	Eng I B: Unit 6: Required Chat: A Painting and a Scene (*Romeo and Juliet*) Second semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis of a painting and a scene related to *Romeo and Juliet*.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		350915 349352 343510 349353 349024 349025 349026 348359 349124 343759	English I and English II includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 6: The Hero's Quest Lesson: Chapters 9, 10-12, 21-23 of *The Odyssey* by Homer Eng I B: Unit 3: The Beauty of Poetry Lesson: "The Seven Ages of Man" by William Shakespeare Eng II A: Unit 3: Creation and Destruction Lesson: Themes of Creation and Destruction ("The Creation and "The Judgement Day" by James Weldon Johnson) Eng II B: Unit 5: *An Enemy of The People* Unit: Ibsen's *An Enemy of the People* Throughout English I and II, students read a wide variety of fiction and nonfiction. They read articles, poems, short stories, drama, and novels. Media is also incorporated into various lessons.	120049 120038 120048 120203	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck. Eng II A: Unit 3: Discussion: Compare Two Creation Stories In a graded, formative discussion thread with their peers, students complete research/readings prior to post their reponse and responses to other students on the discussion thread.
Strand: Reading Standards for Informational Text 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343733	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction, students learn how to read for important information in a text and cite strong and thorough evidence to support inferences from or literal meaning of the text.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.

LACC.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		343733 343734 343735	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction on reading for important information in a text and citing evidence strong and thorough to support inferences from or literal meaning of the text.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.
LACC.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		343484 343489 343490	Eng I B: Unit 1: The Power of Rhtoric Lesson: Listening Assignment: The Gettysburg Address Video: Lincoln Delivers the Address Lesson: After You Listen to The Gettysburg Address Second semester Through a video and text-based instruction, students analyze Lincoln's speech and how the ideas are expressed, how the main ideas connect together, what argument and evidence are given, and how everything is connected.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 2: Craft and Structure						
LACC.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		346805	Eng I A: Unit 5: Daily Encounters Lesson: Workplace, Consumer, and Public Docs First semester Through text-based instruction, readings, and practice exercises, students write procedures and compare their steps and word choices to the actual online directions. Students also analyze words and phrases in Chapters 1 and 2 The Art of War by Sun-Tzu.	119556 119557	Eng I A: Unit 1: Assignment: Finding Meaning in Word Origins Eng I A: Unit 1: Assignment: Analyzing Figurative Language First semester In a graded, formative assessment, students answer multiple choice questions over the derived meaning of a statement. Students must analyze examples of figurative language and provide their figurative and connotative meanings.
LACC.910.RI.2.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		348349	Eng I A: Unit 5: Daily Encounters Lesson: Communicating Formally and Informally First semester Through video and text-based instruction, students complete a listening guide analyzing and summarizing speeches from President Johnson, and Dr. King. Students also analyze three letters to determine author's purpose, formal language, parts of a business letter, and tone.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.

LACC.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		349062	Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate (Berlin Wall) June 12, 1987" by Ronald Reagan Second semester In a text-based lesson with reading and practice exercises, students identify rhetorical devices used in a political speech, determining how the presenter appealed to the emotions of the audience to advance his purpose.	120421	Eng I B: Unit 1: The Power of Rhetoric Unit 1 Assignment: Rhetoric, Tone, Purpose Second semester In a graded, formative assessment, students answer multiple choice questions related to rhetoric, point of view, and purpose.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Text and graphic-based lesson on using websites and a variety of media for research. Shows how to evaluate content and analyze different accounts in different mediums.	120057	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence.
LACC.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		343667 343673 343679 343682	Eng II A: Unit 6: Persuasive Speech Lesson: Recognizing Logical Fallacies Video: Supporting Details Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on fallacies and reasoning. This includes an explanation of each type of fallacy and how to identify them in writing as insufficient evidence or reasoning in an argument. Instruction over debate and addressing opposing arguments in writing along with supporting arguments and to use supporting evidence for the arguments to make them valid is also covered in the lessons.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.

LACC.910.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.		343355 343484 343489 349057 343500 349061	Eng I B: U1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Listening Assignment: "The Gettysburg Address" Lesson: Video: Lincoln Delivers the Address Lesson: "The Spirit of Indifference" by Learned Hand Lesson: "The Perils of Indifference" by Elie Wiesel Lesson: "Ain't I a Woman" by Sojourner Truth Second semester In a text-based lesson, students learn how to identify topic and purpose in speeches. Students read "The Gettysburg Address" and are instructed to identify the theme in the historical document. Students read several speeches and are instructed to pay attention to the theme and purpose for them and answer practice comprehension/analysis questions.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band and independently and proficiently.		346803 348930 349062 349061 349129 343615	English I and English II includes Self-Selected Reading Requirements Below is a sampling of nonfiction readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 5: Daily Encounters Lesson: Combining Themes from Multiple Texts Eng I A: Unit 3: Exploring Narratives Lesson: The Struggle for an Education" by Booker T. Washington Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate June 12, 1987" by Ronald Reagan Eng I B: Unit 1: The Power of Rhetoric Lesson: "Ain't I a Woman" by Sojourner Truth Eng II A: Unit 3: Creation and Destruction Lesson: Wars Eng II A: Unit 3: Creation and Destruction Lesson: The Power of Nature Throughout English I and II, students read a wide variety of fiction and nonfiction. They read	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
Strand: Writing Standards 9-10						

Cluster 1: Text Types and Purposes						
LACC.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.910.W.1.1.a		Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.b		Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.c		Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	343525 349068 349069	Eng I B:Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

LACC.910.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.b		Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.c		Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.d		Use precise language and domain-specific vocabulary to manage the complexity of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					

LACC.910.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.

LACC.910.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
Cluster 2: Production and Distribution of Writing						

LACC.910.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		343387 343389 343395 343392 343399	Eng I A: Unit 2: The Writing Process Lesson: Purpose and Audience Lesson: Characteristics of Effective Writing Lesson: The Writing Process: Prewriting Lesson: The 5 Paragraph Essay Lesson: Drafting Your Essay First semester Students are instructed through text-based lessons over the different purposes of writing and how different styles are used for different purposes. Purposes identified are to persuade, narrate, describe, inform, analyze and define and writing strategies are explained for each type. Form is explained as formal or informal, determine by word choice and style English. Students are also instructed to keep in mind the audience and to appeal to the audience and their known knowledge of the subject. Explicit instruction over the formatting of a 5-paragraph essay and what information to include in each paragraph.	119725 120426	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence. Eng I B: Unit 1 Project: Final Draft, Video, and Evaluation Second semester In a graded, formative assessment, students write and present on a topic from a list. They must maintain a clear focus, follow a logical sequence, and appeal to the audience with word choice, format, and information presented. ENGLISH II A: U1 Activity: Audience and Purpose Students receive an assignment requiring them to explain a situation presented to them. They must
LACC.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)		343379 343395 343401 343405 343408	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process Overview Lesson: The Writing Process: Prewriting Lesson: Drafting Your Essay Lesson: The Writing Process: Revising Lesson: Revising and Editing Instructions First semester Students are instructed through text-based lessons over the steps of the writing process, which include prewriting, drafting, revising and editing. These steps help plan, organize and write material to produce an essay. Certain tasks are provided for each step which allows the purpose to be written clearly. Each step encourages the review of the audience and purpose and accurate use of conventions within the paper. Explicit instruction over each step in the writing process and what each step involves and actions to be taken.	119747 120431	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students revise their first draft, using a peer evaluation, and submit the final, revised draft.

LACC.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		343399 343405	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process: Drafting Lesson: The Writing Process: Revising First semester Students use discussion thread comments on their writing to update and revise their essay.	119731 117645	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a graded, formative assessment, students share their topic and thesis with a teacher using the internet. Students can update their information based on the teacher's recommendation. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a graded, formative assessment, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary.
Cluster 3: Research to Build and Present Knowledge						
LACC.910.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		348926 343511 349064 343517 349065 349066	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary. Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed.	120067 120431	Eng I A: Unit 6 Activity: *The Odyssey* : Web Quest First semester In a graded, formative assessment, students complete a short research project to answer questions about *The Odyssey* . Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter.

LACC.910.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		343511 349064 343517 349065 349066 343728 343729 343731 343737 343735 343732	Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed. Eng II B: Unit 3: Research Video: Internet Research Lesson: Why do We Research? Lesson: Objectivity in Research Lesson: Secondary Research Lesson: Credibility of Sources Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to use search engines, libraries, and other places to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and	120431 117666	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter. Eng II B: Unit 3 Paper: Short Story Working Bibliography Second semester Students choose a historical figure from a list and create a short story based on their life. They must research their person and create a bibliography of at least 6 sources in proper MLA format.
LACC.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.910.W.3.9.a		Apply grades 9–10 Reading standards to literature(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	343766	Eng II B: Unit 5: *An Enemy of The People* Second semester In a text-based and multimedia lesson, students learn about the Cain and Abel motif in *An Enemy of the People* to compare the brothers' fighting and jealousy to that of Cain and Abel in the Bible. Students complete a practice exercise.	120038	Eng I A: Unit 4 Paper: Literary Analysis of *The Pearl* First semester In a graded writing product with rubric feedback from a teacher, students analyze symbols in the text and cite specific evidence from the text to support analysis and conclusions drawn from the text.

LACC.910.W.3.9.b		Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	343673 343680 343667 343679 343682	Eng II A: Unit 6: Persuasive Speech Video: Supporting Details Lesson: Identifying Material and Immaterial Points Lesson: Recognizing Logical Fallacies Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on identifying important supporting information to include in writing to support an analysis of a text. Instruction on fallacies and how to identify them in writing is included. Valid reasoning and including relevant evidence in writing to support the purpose, developing an argument and counter argument, and presenting valid evidence to support them are also discussed.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing and presentation product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history. Students must persuade the audience that chosen historical person deserves recognition for contributions to society. Students must include counter arguments and valid evidence supporting their argument.
Cluster 4: Range of Writing						
LACC.910.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Eng I – Eng II Students write routinely in English I A, I B, II A, and II B. They write short answer responses and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students communicate with teachers via e-mail and chats. These communications cover a variety of academic tasks.	120430 120431 117665	Eng I B: Unit 2 Activity: Evaluating the First Draft Second semester In a formative writing product, students write a rough draft of their research paper and have a friend or parent review the draft. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing product including rubric feedback from a teacher, students submit the final, revised draft of their research paper, including changes found in the peer revision. Eng II B: Unit 3 Paper Component: Narrowing Your Short Story Topic Second semester In a graded, formative assessment, students submit the topic they have chosen, along with an outline of their paper which includes information over the setting, plot and characters.
Strand: Speaking and Listening Standards 9-10						
Cluster 1: Comprehension and Collaboration						

LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
LACC.910.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussions cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and
LACC.910.SL.1.1.b		Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson including ungraded formative practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.

LACC.910.SL.1.1..c		Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and

LACC.910.SL.1.1..d		Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and
LACC.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		348355 349751 343454 343469 349058	Eng I B: Unit 1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Content and Delivery Lesson: Listening Skills Lesson: Fact vs. Opinion Lesson: Persuasion and Argument Second semester Text-based instructions over analyzing speeches for information. Students are instructed to first determine the topic and purpose. Students are also instructed to evaluate the style and rhetorical devices used. Students are also instructed in determining fact from opinion, noting facts are evidence to support claims if they are true.	120198	Eng I B: Unit 1 Discussion: Discussion Debate Second semester In a graded discussion thread with peers, students argue for or against a resolution, research a question, find evidence, and post to a discussion thread. Then, they are required to respond to two other student's arguments and provide a rebuttal.
Cluster 2: Presentation of Knowledge and Ideas						
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		343731 343737 343735	Throughout Eng I and Eng II, students are taught to respect intellectual property, present evidence clearly and concisely, and write in a style suited for the type of writing or speaking that they are doing. All long essays and projects are graded according to the 6+1 rubric, which includes grading for these things. Eng II B: Unit 3: Research Video: Internet Research Leson: Objectivity in Research Lesson: Secondary Research Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and avoid plagiarism.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
LACC.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		343681	Eng II A: Unit 6: Persuasive Speech Lesson: Visual Aids First semester In a text-based lesson, students are instructed over the different types of visual aids available and the importance of choosing appropriate font sizes, styles and colors that appeal and do not distract. Explanation that graphs, tables, diagrams and charts assist in the understanding of information by the audience, as well add visual appeal.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded, formative assessment, students create a presentation to compliment a persuasive speech. The presentation must have at least 4 slides and contain pictures, graphs, charts, and other visual aids that is relevant to the information and compliments the speech.

LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on page 54 for specific expectations.)		343665 343672	Eng II A: Unit 6: Persuasive Speech Lesson: What is Persuasion? Lesson: From a 'B' to an 'A' First semester Through a text based lesson, students are instructed over the style and formatting of a persuasive argument. Students must use formal, informal, and technical language when it is appropriate for the audience and occasion. Revision techniques are discussed, identifying peer review as a source of editing and revision by another person.	117645 117632	Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students submit their speech drafts to a discussion board to receive feedback from their peers. Students also provide feedback of other students' speech drafts. Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
Strand: Language Standards 9-10						
Cluster 1: Conventions of Standard English						
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.910.L.1.1.a		Use parallel structure.*	343389 343368 343376 348940	Eng I A: U2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: Revising Clauses and Phrases Video: Supernatural Structure Lesson: Editing Sentences First semester Text and video based instruction on structure, using connecting words and phrases to help readers connect thoughts between sentences types of phrases and clauses, and using them to add variety and interest.	119726	Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.

LACC.910.L.1.1.b		Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	343368	Eng I A: Unit 2: The Writing Process Lesson: Revising Clauses and Phrases First semester In a text-based lesson including practice exercises, students identify phrases and clauses.	119726	Throughout I and II Rubrics (6+1 Traits of Writing™ -- Fluency) Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.910.L.1.2.a		Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process. Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2.b		Use a colon to introduce a list or quotation.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.

LACC.910.L.1.2.c		Spell correctly.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.		Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.
Cluster 2: Knowledge of Language						
LACC.910.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.910.L.2.3.a		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	349066 349067 349068	Eng I B: Unit 2: Elements of Research Lesson: Organizing Research Lesson: Citing Sources Lesson: Revising Your Research Paper Second semester Through text-based lessons, students are taught about writing a research paper using proper MLA guidelines.	120431	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing produce including rubric feedback from a teacher, students conduct research over a topic and write a paper following the format of a research paper over the information found. It will include details, supporting evidence, a formal tone/language, and proper MLA format (including citations for sources used).
Cluster 3: Vocabulary Acquisition and Use						
LACC.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.					

LACC.910.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343363 343343 343316 343364	Eng I A: Unit 1: Vocabulary and Meaning Video: Interpreting Meaning Lesson: Finding Meaning in Word Origins Video: Context Clues Lesson: Finding Meaning in Context Lesson: Analyzing Figurative Language First semester Through text and video-based lessons, students learn to interpret words and phrases and use word origins and context clues to comprehend language. Students also learn how language functions in different contexts.	119555	Eng I A: Unit 1: Assignment: Context Clues First semester In a graded, formative assessment, students answer multiple choice questions about the meanings of words, the use of context clues to find the meanings of words, and the purpose of context clues.
LACC.910.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	343269 343632	Eng II A: Unit 4: *Antigone* Lesson: Finding Meaning in Word Origins Video: Root Words First semester In a text-based lesson including practice exercises, students are taught to use resources such as a dictionary to look-up/check the meanings of unknown words. Students also learn about using etymology, context, and word origins to determine or clarify meaning. These are shown through text and video-based lessons.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	348547	Eng I A: Unit 3: Exploring Narratives Lesson: "The Struggle to Be an All-American Girl" by Elizabeth Wong First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	348540	Eng I A: Unit 3: Exploring Narratives Lesson: "The Scarlet Ibis" by James Hurst First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.910.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343364 343340 343342	Eng I A : Unit 1: Vocabulary and Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game First semester Through text-based lessons including practice exercises, students learn about figurative languages (such as figures of speech) and analyze nuances in the meaning of words with similar denotations. Students also interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	343750	Eng II B: Unit 4: Poetry Lesson: Denotation and Connotation Second semester In a text-based lesson including practice exercises, students learn the difference between denotation and connotation.	117672	Eng II B: Unit 4: Poetry Unit 4 Assignment: "Base Details" Second semester Students identify the denotative and connotative meanings of words in a poem provided in the text.
LACC.910.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness.		Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness. In stories such as "The Struggle to be an All-American Girl," "The Most Dangerous Game," and science articles in the lesson Academic Writing, students learn and use vocabulary.

Documentation of Alignment

Advanced Academics English I A/B
(Course ID: 1001310)
ELA Common Core State Standards (Grades 9-10)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		349021	Eng I A: Unit 6: The Hero's Quest Lesson: "The Great Vision" by Black Elk/John G. Neihardt First semester In a text-based lesson, students are guided through the reading with questions asked before you read, during, and after reading. Practice exercises instruct students to analyze the story and cite evidence from the text to support conclusions drawn from the text.	117678	Eng II B: Unit 4 Paper: Explicating William Blake's "To the Evening Star" Second semester In a graded writing product with rubric feedback from a teacher, students analyze the meaning of a poem and the literary devices used. Students use and cite specific text from the poem to support analysis of what the text explicitly as well as inferences drawn from the text.
LACC.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		346799	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Native American Stories First semester In a text-based lesson including practice exercises and reader response, students are required to identify and analyze theme and how author develops and shapes theme through details in the story. Students write an objective summary. Eng II B : Unit 1: Short Stories Lesson: Theme Lesson: Finding Themes in "The Trout" Second semester Through text-based instruction, students identify the types of theme, including primary theme, secondary themes, implicit and explicit themes. Demonstration of finding clues in the story to identify the theme.	120049 120038 120048	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck.

LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		343584	Eng I B: Unit 4: *Romeo and Juliet* Prologue and Act I Lesson: After You Read *Romeo and Juliet* Act I Second semester Through practice exercises and multiple choice questions, students analyze complex characters in the play and how they develop, interact with other characters, and advance the plot of the play.	120200	Eng II A: Unit 4: Required Chat: Tragic Character First semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis.
Cluster 2: Craft and Structure						
LACC.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		343316 343339 343343 343363 343364 343340 343342	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Finding Meaning in Context Video: Reading Context Clues Lesson: Finding Meaning in Word Origins Video: Interpreting Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in ' The Most Dangerous Game" Lesson: After You Read ' The Most Dangerous Game" First semester Through text-based lessons , practice exercises, videos, and reader response, students receive direct instruction on how to determine the meanings of words and phrases within a text, including figurative and connotative meanings. They analyze the cumulative impact of specific word choices on meaning and tone.	119558	Eng I A: Unit 1 Vocabulary Test: ' Most Dangerous Game First semester In a graded formative assessment, students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.RL.2.5	Analyze how an author"s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		348544 348540 348539 348542 348546	Eng I A: Unit 3: Exploring Narratives Lesson: Literary Elements: Point of View Lesson: ' The Scarlet Ibis" by James Hurst Lesson: Narrative Elements: Character, Setting, Plot, and Conflict Lesson: ' The Lady, or the Tiger?" by Frank Stockton Lesson: ' Where Have You Gone, Charming Billy?" by Tim O'Brien First semester Through text-based instruction, practice exercises and comprehension questions, students analyze the structure of a text and how authors create flashbacks, tension, and mystery.	119733	Eng I A: Unit 3 Assignment: Characters, Conflict, Plot, and Setting First semester In a graded formative assessment, students student complete multiple choice questions analyzing chracters, foreshadowing, setting, conflict, and flashback in stories.

LACC.910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		348545	Eng I A: Unit 3: Exploring Narratives Lesson: "Marriage is a Private Affair" by Chinua Achnebe First semester Through text-based instruction, post-reading analysis questions, and reader response, students analyze point of view.	117660	Eng II B: Unit 2: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students write an essay analyzing Gregor's point of view from the story and how he could have changed his views/actions.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		343706 343707	Eng II B: Unit 2: *The Metamorphosis* by Franz Kafka Lesson: Surrealism Lesson: Symbolism Second semester Through text-based instruction, students learn about surrealism as the idea that art and symbols hold different meanings for different people and those ideas should be fluid. The lesson discusses Surrealism can be found in art and writing as Franz Kafka is a surrealist because of the influence of his own dreams on his content.	117660	Eng II B: Unit 2 Paper: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students analyze the theme of alienation in a Magritte painting and connect it to Kafka's novel.
LACC.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		343766	Eng II B: Unit 5: *An Enemy of the People* Lesson: The Cain and Abel Motif in *An Enemy of the People* Second semester Through text-based instruction in a text-based lesson, students learn that Ibsen draws on characters from the Bible and transforms them into the brother characters in his play.	120448	Eng I B: Unit 6: Required Chat: A Painting and a Scene (*Romeo and Juliet*) Second semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis of a painting and a scene related to *Romeo and Juliet.*
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		350915 349352 343510 349353 349024 349025 349026 348359 349124 343759	English I and English II includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 6: The Hero's Quest Lesson: Chapters 9, 10-12, 21-23 of *The Odyssey* by Homer Eng I B: Unit 3: The Beauty of Poetry Lesson: "The Seven Ages of Man" by William Shakespeare Eng II A: Unit 3: Creation and Destruction Lesson: Themes of Creation and Destruction ("The Creation and "The Judgement Day" by James Weldon Johnson) Eng II B: Unit 5: *An Enemy of The People* Unit: Ibsen's *An Enemy of the People* Throughout English I and II, students read a wide variety of fiction and nonfiction. They read articles, poems, short stories, drama, and novels. Media is also incorporated into various lessons.	120049 120038 120048 120203	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck. Eng II A: Unit 3: Discussion: Compare Two Creation Stories In a graded, formative discussion thread with their peers, students complete research/readings prior to post their reponse and responses to other students on the discussion thread.
Strand: Reading Standards for Informational Text 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343733	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction, students learn how to read for important information in a text and cite strong and thorough evidence to support inferences from or literal meaning of the text.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.

LACC.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		343733 343734 343735	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction on reading for important information in a text and citing evidence strong and thorough to support inferences from or literal meaning of the text.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.
LACC.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		343484 343489 343490	Eng I B: Unit 1: The Power of Rhtoric Lesson: Listening Assignment: The Gettysburg Address Video: Lincoln Delivers the Address Lesson: After You Listen to The Gettysburg Address Second semester Through a video and text-based instruction, students analyze Lincoln's speech and how the ideas are expressed, how the main ideas connect together, what argument and evidence are given, and how everything is connected.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 2: Craft and Structure						
LACC.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		346805	Eng I A: Unit 5: Daily Encounters Lesson: Workplace, Consumer, and Public Docs First semester Through text-based instruction, readings, and practice exercises, students write procedures and compare their steps and word choices to the actual online directions. Students also analyze words and phrases in Chapters 1 and 2 The Art of War by Sun-Tzu.	119556 119557	Eng I A: Unit 1: Assignment: Finding Meaning in Word Origins Eng I A: Unit 1: Assignment: Analyzing Figurative Language First semester In a graded, formative assessment, students answer multiple choice questions over the derived meaning of a statement. Students must analyze examples of figurative language and provide their figurative and connotative meanings.
LACC.910.RI.2.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		348349	Eng I A: Unit 5: Daily Encounters Lesson: Communicating Formally and Informally First semester Through video and text-based instruction, students complete a listening guide analyzing and summarizing speeches from President Johnson, and Dr. King. Students also analyze three letters to determine author's purpose, formal language, parts of a business letter, and tone.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.

LACC.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		349062	Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate (Berlin Wall) June 12, 1987" by Ronald Reagan Second semester In a text-based lesson with reading and practice exercises, students identify rhetorical devices used in a political speech, determining how the presenter appealed to the emotions of the audience to advance his purpose.	120421	Eng I B: Unit 1: The Power of Rhetoric Unit 1 Assignment: Rhetoric, Tone, Purpose Second semester In a graded, formative assessment, students answer multiple choice questions related to rhetoric, point of view, and purpose.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Text and graphic-based lesson on using websites and a variety of media for research. Shows how to evaluate content and analyze different accounts in different mediums.	120057	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence.
LACC.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		343667 343673 343679 343682	Eng II A: Unit 6: Persuasive Speech Lesson: Recognizing Logical Fallacies Video: Supporting Details Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on fallacies and reasoning. This includes an explanation of each type of fallacy and how to identify them in writing as insufficient evidence or reasoning in an argument. Instruction over debate and addressing opposing arguments in writing along with supporting arguments and to use supporting evidence for the arguments to make them valid is also covered in the lessons.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.

LACC.910.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.		343355 343484 343489 349057 343500 349061	Eng I B: U1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Listening Assignment: "The Gettysburg Address" Lesson: Video: Lincoln Delivers the Address Lesson: "The Spirit of Indifference" by Learned Hand Lesson: "The Perils of Indifference" by Elie Wiesel Lesson: "Ain't I a Woman" by Sojourner Truth Second semester In a text-based lesson, students learn how to identify topic and purpose in speeches. Students read "The Gettysburg Address" and are instructed to identify the theme in the historical document. Students read several speeches and are instructed to pay attention to the theme and purpose for them and answer practice comprehension/analysis questions.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band and independently and proficiently.		346803 348930 349062 349061 349129 343615	English I and English II includes Self-Selected Reading Requirements Below is a sampling of nonfiction readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 5: Daily Encounters Lesson: Combining Themes from Multiple Texts Eng I A: Unit 3: Exploring Narratives Lesson: The Struggle for an Education" by Booker T. Washington Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate June 12, 1987" by Ronald Reagan Eng I B: Unit 1: The Power of Rhetoric Lesson: "Ain't I a Woman" by Sojourner Truth Eng II A: Unit 3: Creation and Destruction Lesson: Wars Eng II A: Unit 3: Creation and Destruction Lesson: The Power of Nature Throughout English I and II, students read a wide variety of fiction and nonfiction. They read articles,	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
Strand: Writing Standards 9-10						

Cluster 1: Text Types and Purposes						
LACC.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.910.W.1.1.a		Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.b		Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.c		Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	343525 349068 349069	Eng I B:Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

LACC.910.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.b		Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.c		Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.d		Use precise language and domain-specific vocabulary to manage the complexity of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					

LACC.910.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.

LACC.910.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
Cluster 2: Production and Distribution of Writing						

LACC.910.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		343387 343389 343395 343392 343399	Eng I A: Unit 2: The Writing Process Lesson: Purpose and Audience Lesson: Characteristics of Effective Writing Lesson: The Writing Process: Prewriting Lesson: The 5 Paragraph Essay Lesson: Drafting Your Essay First semester Students are instructed through text-based lessons over the different purposes of writing and how different styles are used for different purposes. Purposes identified are to persuade, narrate, describe, inform, analyze and define and writing strategies are explained for each type. Form is explained as formal or informal, determine by word choice and style English. Students are also instructed to keep in mind the audience and to appeal to the audience and their known knowledge of the subject. Explicit instruction over the formatting of a 5-paragraph essay and what information to include in each paragraph.	119725 120426	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence. Eng I B: Unit 1 Project: Final Draft, Video, and Evaluation Second semester In a graded, formative assessment, students write and present on a topic from a list. They must maintain a clear focus, follow a logical sequence, and appeal to the audience with word choice, format, and information presented. ENGLISH II A: U1 Activity: Audience and Purpose Students receive an assignment requiring them to explain a situation presented to them. They must
LACC.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)		343379 343395 343401 343405 343408	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process Overview Lesson: The Writing Process: Prewriting Lesson: Drafting Your Essay Lesson: The Writing Process: Revising Lesson: Revising and Editing Instructions First semester Students are instructed through text-based lessons over the steps of the writing process, which include prewriting, drafting, revising and editing. These steps help plan, organize and write material to produce an essay. Certain tasks are provided for each step which allows the purpose to be written clearly. Each step encourages the review of the audience and purpose and accurate use of conventions within the paper. Explicit instruction over each step in the writing process and what each step involves and actions to be taken.	119747 120431	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students revise their first draft, using a peer evaluation, and submit the final, revised draft.

LACC.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		343399 343405	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process: Drafting Lesson: The Writing Process: Revising First semester Students use discussion thread comments on their writing to update and revise their essay.	119731 117645	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a graded, formative assessment, students share their topic and thesis with a teacher using the internet. Students can update their information based on the teacher's recommendation. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a graded, formative assessment, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary.
Cluster 3: Research to Build and Present Knowledge						
LACC.910.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		348926 343511 349064 343517 349065 349066	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary. Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed.	120067 120431	Eng I A: Unit 6 Activity: *The Odyssey* : Web Quest First semester In a graded, formative assessment, students complete a short research project to answer questions about *The Odyssey* . Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter.

LACC.910.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		343511 349064 343517 349065 349066 343728 343729 343731 343737 343735 343732	Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed. Eng II B: Unit 3: Research Video: Internet Research Lesson: Why do We Research? Lesson: Objectivity in Research Lesson: Secondary Research Lesson: Credibility of Sources Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to use search engines, libraries, and other places to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and	120431 117666	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter. Eng II B: Unit 3 Paper: Short Story Working Bibliography Second semester Students choose a historical figure from a list and create a short story based on their life. They must research their person and create a bibliography of at least 6 sources in proper MLA format.
LACC.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.910.W.3.9.a		Apply grades 9–10 Reading standards to literature(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	343766	Eng II B: Unit 5: *An Enemy of The People* Second semester In a text-based and multimedia lesson, students learn about the Cain and Abel motif in *An Enemy of the People* to compare the brothers' fighting and jealousy to that of Cain and Abel in the Bible. Students complete a practice exercise.	120038	Eng I A: Unit 4 Paper: Literary Analysis of *The Pearl* First semester In a graded writing product with rubric feedback from a teacher, students analyze symbols in the text and cite specific evidence from the text to support analysis and conclusions drawn from the text.

LACC.910.W.3.9.b		Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	343673 343680 343667 343679 343682	Eng II A: Unit 6: Persuasive Speech Video: Supporting Details Lesson: Identifying Material and Immaterial Points Lesson: Recognizing Logical Fallacies Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on identifying important supporting information to include in writing to support an analysis of a text. Instruction on fallacies and how to identify them in writing is included. Valid reasoning and including relevant evidence in writing to support the purpose, developing an argument and counter argument, and presenting valid evidence to support them are also discussed.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing and presentation product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history. Students must persuade the audience that chosen historical person deserves recognition for contributions to society. Students must include counter arguments and valid evidence supporting their argument.
Cluster 4: Range of Writing						
LACC.910.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Eng I – Eng II Students write routinely in English I A, I B, II A, and II B. They write short answer responses and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students communicate with teachers via e-mail and chats. These communications cover a variety of academic tasks.	120430 120431 117665	Eng I B: Unit 2 Activity: Evaluating the First Draft Second semester In a formative writing product, students write a rough draft of their research paper and have a friend or parent review the draft. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing product including rubric feedback from a teacher, students submit the final, revised draft of their research paper, including changes found in the peer revision. Eng II B: Unit 3 Paper Component: Narrowing Your Short Story Topic Second semester In a graded, formative assessment, students submit the topic they have chosen, along with an outline of their paper which includes information over the setting, plot and characters.
Strand: Speaking and Listening Standards 9-10						
Cluster 1: Comprehension and Collaboration						

LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
LACC.910.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussions cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and meaning
LACC.910.SL.1.1.b		Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson including ungraded formative practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.

LACC.910.SL.1.1..c		Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and meaning

LACC.910.SL.1.1..d		Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and meaning
LACC.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		348355 349751 343454 343469 349058	Eng I B: Unit 1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Content and Delivery Lesson: Listening Skills Lesson: Fact vs. Opinion Lesson: Persuasion and Argument Second semester Text-based instructions over analyzing speeches for information. Students are instructed to first determine the topic and purpose. Students are also instructed to evaluate the style and rhetorical devices used. Students are also instructed in determining fact from opinion, noting facts are evidence to support claims if they are true.	120198	Eng I B: Unit 1 Discussion: Discussion Debate Second semester In a graded discussion thread with peers, students argue for or against a resolution, research a question, find evidence, and post to a discussion thread. Then, they are required to respond to two other student's arguments and provide a rebuttal.
Cluster 2: Presentation of Knowledge and Ideas						
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		343731 343737 343735	Throughout Eng I and Eng II, students are taught to respect intellectual property, present evidence clearly and concisely, and write in a style suited for the type of writing or speaking that they are doing. All long essays and projects are graded according to the 6+1 rubric, which includes grading for these things. Eng II B: Unit 3: Research Video: Internet Research Leson: Objectivity in Research Lesson: Secondary Research Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and avoid plagiarism.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
LACC.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		343681	Eng II A: Unit 6: Persuasive Speech Lesson: Visual Aids First semester In a text-based lesson, students are instructed over the different types of visual aids available and the importance of choosing appropriate font sizes, styles and colors that appeal and do not distract. Explanation that graphs, tables, diagrams and charts assist in the understanding of information by the audience, as well add visual appeal.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded, formative assessment, students create a presentation to compliment a persuasive speech. The presentation must have at least 4 slides and contain pictures, graphs, charts, and other visual aids that is relevant to the information and compliments the speech.

LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on page 54 for specific expectations.)		343665 343672	Eng II A: Unit 6: Persuasive Speech Lesson: What is Persuasion? Lesson: From a 'B' to an 'A' First semester Through a text based lesson, students are instructed over the style and formatting of a persuasive argument. Students must use formal, informal, and technical language when it is appropriate for the audience and occasion. Revision techniques are discussed, identifying peer review as a source of editing and revision by another person.	117645 117632	Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students submit their speech drafts to a discussion board to receive feedback from their peers. Students also provide feedback of other students' speech drafts. Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
Strand: Language Standards 9-10						
Cluster 1: Conventions of Standard English						
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.910.L.1.1.a		Use parallel structure.*	343389 343368 343376 348940	Eng I A: U2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: Revising Clauses and Phrases Video: Supernatural Structure Lesson: Editing Sentences First semester Text and video based instruction on structure, using connecting words and phrases to help readers connect thoughts between sentences types of phrases and clauses, and using them to add variety and interest.	119726	Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.

LACC.910.L.1.1.b		Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	343368	Eng I A: Unit 2: The Writing Process Lesson: Revising Clauses and Phrases First semester In a text-based lesson including practice exercises, students identify phrases and clauses.	119726	Throughout I and II Rubrics (6+1 Traits of Writing™ -- Fluency) Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.910.L.1.2.a		Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process. Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2.b		Use a colon to introduce a list or quotation.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.

LACC.910.L.1.2.c		Spell correctly.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.		Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.
Cluster 2: Knowledge of Language						
LACC.910.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.910.L.2.3.a		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	349066 349067 349068	Eng I B: Unit 2: Elements of Research Lesson: Organizing Research Lesson: Citing Sources Lesson: Revising Your Research Paper Second semester Through text-based lessons, students are taught about writing a research paper using proper MLA guidelines.	120431	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing produce including rubric feedback from a teacher, students conduct research over a topic and write a paper following the format of a research paper over the information found. It will include details, supporting evidence, a formal tone/language, and proper MLA format (including citations for sources used).
Cluster 3: Vocabulary Acquisition and Use						
LACC.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.					

LACC.910.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343363 343343 343316 343364	Eng I A: Unit 1: Vocabulary and Meaning Video: Interpreting Meaning Lesson: Finding Meaning in Word Origins Video: Context Clues Lesson: Finding Meaning in Context Lesson: Analyzing Figurative Language First semester Through text and video-based lessons, students learn to interpret words and phrases and use word origins and context clues to comprehend language. Students also learn how language functions in different contexts.	119555	Eng I A: Unit 1: Assignment: Context Clues First semester In a graded, formative assessment, students answer multiple choice questions about the meanings of words, the use of context clues to find the meanings of words, and the purpose of context clues.
LACC.910.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	343269 343632	Eng II A: Unit 4: *Antigone* Lesson: Finding Meaning in Word Origins Video: Root Words First semester In a text-based lesson including practice exercises, students are taught to use resources such as a dictionary to look-up/check the meanings of unknown words. Students also learn about using etymology, context, and word origins to determine or clarify meaning. These are shown through text and video-based lessons.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	348547	Eng I A: Unit 3: Exploring Narratives Lesson: "The Struggle to Be an All-American Girl" by Elizabeth Wong First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	348540	Eng I A: Unit 3: Exploring Narratives Lesson: "The Scarlet Ibis" by James Hurst First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.910.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343364 343340 343342	Eng I A : Unit 1: Vocabulary and Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game First semester Through text-based lessons including practice exercises, students learn about figurative languages (such as figures of speech) and analyze nuances in the meaning of words with similar denotations. Students also interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	343750	Eng II B: Unit 4: Poetry Lesson: Denotation and Connotation Second semester In a text-based lesson including practice exercises, students learn the difference between denotation and connotation.	117672	Eng II B: Unit 4: Poetry Unit 4 Assignment: "Base Details" Second semester Students identify the denotative and connotative meanings of words in a poem provided in the text.
LACC.910.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness.		Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness. In stories such as "The Struggle to be an All-American Girl," "The Most Dangerous Game," and science articles in the lesson Academic Writing, students learn and use vocabulary.

Documentation of Alignment

Advanced Academics English II A/B
(Course ID: 1001340)
ELA Common Core State Standards (Grades 9-10)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		349021	Eng I A: Unit 6: The Hero's Quest Lesson: "The Great Vision" by Black Elk/John G. Neihardt First semester In a text-based lesson, students are guided through the reading with questions asked before you read, during, and after reading. Practice exercises instruct students to analyze the story and cite evidence from the text to support conclusions drawn from the text.	117678	Eng II B: Unit 4 Paper: Explicating William Blake's "To the Evening Star" Second semester In a graded writing product with rubric feedback from a teacher, students analyze the meaning of a poem and the literary devices used. Students use and cite specific text from the poem to support analysis of what the text explicitly as well as inferences drawn from the text.
LACC.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		346799	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Native American Stories First semester In a text-based lesson including practice exercises and reader response, students are required to identify and analyze theme and how author develops and shapes theme through details in the story. Students write an objective summary. Eng II B : Unit 1: Short Stories Lesson: Theme Lesson: Finding Themes in "The Trout" Second semester Through text-based instruction, students identify the types of theme, including primary theme, secondary themes, implicit and explicit themes. Demonstration of finding clues in the story to identify the theme.	120049 120038 120048	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck.
LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		343584	Eng I B: Unit 4: *Romeo and Juliet* Prologue and Act I Lesson: After You Read *Romeo and Juliet* Act I Second semester Through practice exercises and multiple choice questions, students analyze complex characters in the play and how they develop, interact with other characters, and advance the plot of the play.	120200	Eng II A: Unit 4: Required Chat: Tragic Character First semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis.
Cluster 2: Craft and Structure						
LACC.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		343316 343339 343343 343363 343364 343340 343342	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Finding Meaning in Context Video: Reading Context Clues Lesson: Finding Meaning in Word Origins Video: Interpreting Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game" First semester Through text-based lessons , practice exercises, videos, and reader response, students receive direct instruction on how to determine the meanings of words and phrases within a text, including figurative and connotative meanings. They analyze the cumulative impact of specific word choices on meaning and tone.	119558	Eng I A: Unit 1 Vocabulary Test: "Most Dangerous Game First semester In a graded formative assessment, students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		348544 348540 348539 348542 348546	Eng I A: Unit 3: Exploring Narratives Lesson: Literary Elements: Point of View Lesson: "The Scarlet Ibis" by James Hurst Lesson: Narrative Elements: Character, Setting, Plot, and Conflict Lesson: "The Lady, or the Tiger?" by Frank Stockton Lesson: "Where Have You Gone, Charming Billy?" by Tim O'Brien First semester Through text-based instruction, practice exercises and comprehension questions, students analyze the structure of a text and how authors create flashbacks, tension, and mystery.	119733	Eng I A: Unit 3 Assignment: Characters, Conflict, Plot, and Setting First semester In a graded formative assessment, students student complete multiple choice questions analyzing chracters, foreshadowing, setting, conflict, and flashback in stories.

LACC.910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		348545	Eng I A: Unit 3: Exploring Narratives Lesson: "Marriage is a Private Affair" by Chinua Achnebe First semester Through text-based instruction, post-reading analysis questions, and reader response, students analyze point of view.	117660	Eng II B: Unit 2: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students write an essay analyzing Gregor's point of view from the story and how he could have changed his views/actions.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		343706 343707	Eng II B: Unit 2: *The Metamorphosis* by Franz Kafka Lesson: Surrealism Lesson: Symbolism Second semester Through text-based instruction, students learn about surrealism as the idea that art and symbols hold different meanings for different people and those ideas should be fluid. The lesson discusses Surrealism can be found in art and writing as Franz Kafka is a surrealist because of the influence of his own dreams on his content.	117660	Eng II B: Unit 2 Paper: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students analyze the theme of alienation in a Magritte painting and connect it to Kafka's novel.
LACC.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		343766	Eng II B: Unit 5: *An Enemy of the People* Lesson: The Cain and Abel Motif in *An Enemy of the People* Second semester Through text-based instruction in a text-based lesson, students learn that Ibsen draws on characters from the Bible and transforms them into the brother characters in his play.	120448	Eng I B: Unit 6: Required Chat: A Painting and a Scene (*Romeo and Juliet*) Second semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis of a painting and a scene related to *Romeo and Juliet.*
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		350915 349352 343510 349353 349024 349025 349026 348359 349124 343759	English I and English II includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 6: The Hero's Quest Lesson: Chapters 9, 10-12, 21-23 of *The Odyssey* by Homer Eng I B: Unit 3: The Beauty of Poetry Lesson: "The Seven Ages of Man" by William Shakespeare Eng II A: Unit 3: Creation and Destruction Lesson: Themes of Creation and Destruction ("The Creation and "The Judgement Day" by James Weldon Johnson) Eng II B: Unit 5: *An Enemy of The People* Unit: Ibsen's *An Enemy of the People* Throughout English I and II, students read a wide variety of fiction and nonfiction. They read articles, poems, short stories, drama, and novels. Media is also incorporated into various lessons.	120049 120038 120048 120203	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck. Eng II A: Unit 3: Discussion: Compare Two Creation Stories In a graded, formative discussion thread with their peers, students complete research/readings prior to post their reponse and responses to other students on the discussion thread.
Strand: Reading Standards for Informational Text 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343733	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction, students learn how to read for important information in a text and cite strong and thorough evidence to support inferences from or literal meaning of the text.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.
LACC.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		343733 343734 343735	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction on reading for important information in a text and citing evidence strong and thorough to support inferences from or literal meaning of the text.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.

LACC.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		343484 343489 343490	Eng I B: Unit 1: The Power of Rhtoric Lesson: Listening Assignment: The Gettysburg Address Video: Lincoln Delivers the Address Lesson: After You Listen to The Gettysburg Address Second semester Through a video and text-based instruction, students analyze Lincoln's speech and how the ideas are expressed, how the main ideas connect together, what argument and evidence are given, and how everything is connected.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 2: Craft and Structure						
LACC.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		346805	Eng I A: Unit 5: Daily Encounters Lesson: Workplace, Consumer, and Public Docs First semester Through text-based instruction, readings, and practice exercises, students write procedures and compare their steps and word choices to the actual online directions. Students also analyze words and phrases in Chapters 1 and 2 The Art of War by Sun-Tzu.	119556 119557	Eng I A: Unit 1: Assignment: Finding Meaning in Word Origins Eng I A: Unit 1: Assignment: Analyzing Figurative Language First semester In a graded, formative assessment, students answer multiple choice questions over the derived meaning of a statement. Students must analyze examples of figurative language and provide their figurative and connotative meanings.
LACC.910.RI.2.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		348349	Eng I A: Unit 5: Daily Encounters Lesson: Communicating Formally and Informally First semester Through video and text-based instruction, students complete a listening guide analyzing and summarizing speeches from President Johnson, and Dr. King. Students also analyze three letters to determine author's purpose, formal language, parts of a business letter, and tone.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.
LACC.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		349062	Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate (Berlin Wall) June 12, 1987" by Ronald Reagan Second semester In a text-based lesson with reading and practice exercises, students identify rhetorical devices used in a political speech, determining how the presenter appealed to the emotions of the audience to advance his purpose.	120421	Eng I B: Unit 1: The Power of Rhetoric Unit 1 Assignment: Rhetoric, Tone, Purpose Second semester In a graded, formative assessment, students answer multiple choice questions related to rhetoric, point of view, and purpose.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Text and graphic-based lesson on using websites and a variety of media for research. Shows how to evaluate content and analyze different accounts in different mediums.	120057	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence.
LACC.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		343667 343673 343679 343682	Eng II A: Unit 6: Persuasive Speech Lesson: Recognizing Logical Fallacies Video: Supporting Details Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on fallacies and reasoning. This includes an explanation of each type of fallacy and how to identify them in writing as insufficient evidence or reasoning in an argument. Instruction over debate and addressing opposing arguments in writing along with supporting arguments and to use supporting evidence for the arguments to make them valid is also covered in the lessons.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.
LACC.910.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.		343355 343484 343489 349057 343500 349061	Eng I B: U1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Listening Assignment: "The Gettysburg Address" Lesson: Video: Lincoln Delivers the Address Lesson: "The Spirit of Indifference" by Learned Hand Lesson: "The Perils of Indifference" by Elie Wiesel Lesson: "Ain't I a Woman" by Sojourner Truth Second semester In a text-based lesson, students learn how to identify topic and purpose in speeches. Students read "The Gettysburg Address" and are instructed to identify the theme in the historical document. Students read several speeches and are instructed to pay attention to the theme and purpose for them and answer practice comprehension/analysis questions.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.

Cluster 4: Range of Reading and Level of Text Complexity						
LACC.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band and independently and proficiently.		346803 348930 349062 349061 349129 343615	English I and English II includes Self-Selected Reading Requirements Below is a sampling of nonfiction readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 5: Daily Encounters Lesson: Combining Themes from Multiple Texts Eng I A: Unit 3: Exploring Narratives Lesson: The Struggle for an Education" by Booker T. Washington Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate June 12, 1987" by Ronald Reagan Eng I B: Unit 1: The Power of Rhetoric Lesson: "Ain't I a Woman" by Sojourner Truth Eng II A: Unit 3: Creation and Destruction Lesson: Wars Eng II A: Unit 3: Creation and Destruction Lesson: The Power of Nature Throughout English I and II, students read a wide variety of fiction and nonfiction. They read	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
Strand: Writing Standards 9-10						
Cluster 1: Text Types and Purposes						
LACC.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.910.W.1.1.a		Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.1.b		Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.c		Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	343525 349068 349069	Eng I B:Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective evidence.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
LACC.910.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.b		Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.c		Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.d		Use precise language and domain-specific vocabulary to manage the complexity of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
LACC.910.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.

LACC.910.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
Cluster 2: Production and Distribution of Writing						
LACC.910.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		343387 343389 343395 343392 343399	Eng I A: Unit 2: The Writing Process Lesson: Purpose and Audience Lesson: Characteristics of Effective Writing Lesson: The Writing Process: Prewriting Lesson: The 5 Paragraph Essay Lesson: Drafting Your Essay First semester Students are instructed through text-based lessons over the different purposes of writing and how different styles are used for different purposes. Purposes identified are to persuade, narrate, describe, inform, analyze and define and writing strategies are explained for each type. Form is explained as formal or informal, determine by word choice and style English. Students are also instructed to keep in mind the audience and to appeal to the audience and their known knowledge of the subject. Explicit instruction over the formatting of a 5-paragraph essay and what information to include in each paragraph.	119725 120426	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence. Eng I B: Unit 1 Project: Final Draft, Video, and Evaluation Second semester In a graded, formative assessment, students write and present on a topic from a list. They must maintain a clear focus, follow a logical sequence, and appeal to the audience with word choice, format, and information presented. ENGLISH II A: U1 Activity: Audience and Purpose Students receive an assignment requiring them to explain a situation presented to them. They must
LACC.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)		343379 343395 343401 343405 343408	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process Overview Lesson: The Writing Process: Prewriting Lesson: Drafting Your Essay Lesson: The Writing Process: Revising Lesson: Revising and Editing Instructions First semester Students are instructed through text-based lessons over the steps of the writing process, which include prewriting, drafting, revising and editing. These steps help plan, organize and write material to produce an essay. Certain tasks are provided for each step which allows the purpose to be written clearly. Each step encourages the review of the audience and purpose and accurate use of conventions within the paper. Explicit instruction over each step in the writing process and what each step involves and actions to be taken.	119747 120431	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students revise their first draft, using a peer evaluation, and submit the final, revised draft.
LACC.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		343399 343405	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process: Drafting Lesson: The Writing Process: Revising First semester Students use discussion thread comments on their writing to update and revise their essay.	119731 117645	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a graded, formative assessment, students share their topic and thesis with a teacher using the internet. Students can update their information based on the teacher's recommendation. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a graded, formative assessment, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary.
Cluster 3: Research to Build and Present Knowledge						

LACC.910.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		348926 343511 349064 343517 349065 349066	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary. Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed.	120067 120431	Eng I A: Unit 6 Activity: *The Odyssey* : Web Quest First semester In a graded, formative assessment, students complete a short research project to answer questions about *The Odyssey* . Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter.
LACC.910.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		343511 349064 343517 349065 349066 343728 343729 343731 343737 343735 343732	Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed. Eng II B: Unit 3: Research Video: Internet Research Lesson: Why do We Research? Lesson: Objectivity in Research Lesson: Secondary Research Lesson: Credibility of Sources Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to use search engines, libraries, and other places to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and	120431 117666	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter. Eng II B: Unit 3 Paper: Short Story Working Bibliography Second semester Students choose a historical figure from a list and create a short story based on their life. They must research their person and create a bibliography of at least 6 sources in proper MLA format.
LACC.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					

LACC.910.W.3.9.a		Apply grades 9–10 Reading standards to literature(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	343766	Eng II B: Unit 5: *An Enemy of The People* Second semester In a text-based and multimedia lesson, students learn about the Cain and Abel motif in *An Enemy of the People* to compare the brothers' fighting and jealousy to that of Cain and Abel in the Bible. Students complete a practice exercise.	120038	Eng I A: Unit 4 Paper: Literary Analysis of *The Pearl* First semester In a graded writing product with rubric feedback from a teacher, students analyze symbols in the text and cite specific evidence from the text to support analysis and conclusions drawn from the text.
LACC.910.W.3.9.b		Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	343673 343680 343667 343679 343682	Eng II A: Unit 6: Persuasive Speech Video: Supporting Details Lesson: Identifying Material and Immaterial Points Lesson: Recognizing Logical Fallacies Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on identifying important supporting information to include in writing to support an analysis of a text. Instruction on fallacies and how to identify them in writing is included. Valid reasoning and including relevant evidence in writing to support the purpose, developing an argument and counter argument, and presenting valid evidence to support them are also discussed.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing and presentation product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history. Students must persuade the audience that chosen historical person deserves recognition for contributions to society. Students must include counter arguments and valid evidence supporting their argument.
Cluster 4: Range of Writing						

LACC.910.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Eng I – Eng II Students write routinely in English I A, I B, II A, and II B. They write short answer responses and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students communicate with teachers via e-mail and chats. These communications cover a variety of academic tasks.	120430 120431 117665	Eng I B: Unit 2 Activity: Evaluating the First Draft Second semester In a formative writing product, students write a rough draft of their research paper and have a friend or parent review the draft. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing product including rubric feedback from a teacher, students submit the final, revised draft of their research paper, including changes found in the peer revision. Eng II B: Unit 3 Paper Component: Narrowing Your Short Story Topic Second semester In a graded, formative assessment, students submit the topic they have chosen, along with an outline of their paper which includes information over the setting, plot and characters.
Strand: Speaking and Listening Standards 9-10						
Cluster 1: Comprehension and Collaboration						
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
LACC.910.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussions cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and meaning
LACC.910.SL.1.1.b		Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson including ungraded formative practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.

LACC.910.SL.1.1..c		Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and meaning
LACC.910.SL.1.1..d		Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man Second semester In a required chat with a teacher, students analyze a painting and connect the symbols and meaning

LACC.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		348355 349751 343454 343469 349058	Eng I B: Unit 1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Content and Delivery Lesson: Listening Skills Lesson: Fact vs. Opinion Lesson: Persuasion and Argument Second semester Text-based instructions over analyzing speeches for information. Students are instructed to first determine the topic and purpose. Students are also instructed to evaluate the style and rhetorical devices used. Students are also instructed in determining fact from opinion, noting facts are evidence to support claims if they are true.	120198	Eng I B: Unit 1 Discussion: Discussion Debate Second semester In a graded discussion thread with peers, students argue for or against a resolution, research a question, find evidence, and post to a discussion thread. Then, they are required to respond to two other student's arguments and provide a rebuttal.
Cluster 2: Presentation of Knowledge and Ideas						

LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		343731 343737 343735	Throughout Eng I and Eng II, students are taught to respect intellectual property, present evidence clearly and concisely, and write in a style suited for the type of writing or speaking that they are doing. All long essays and projects are graded according to the 6+1 rubric, which includes grading for these things. Eng II B: Unit 3: Research Video: Internet Research Leson: Objectivity in Research Lesson: Secondary Research Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and avoid plagiarism.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
LACC.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		343681	Eng II A: Unit 6: Persuasive Speech Lesson: Visual Aids First semester In a text-based lesson, students are instructed over the different types of visual aids available and the importance of choosing appropriate font sizes, styles and colors that appeal and do not distract. Explanation that graphs, tables, diagrams and charts assist in the understanding of information by the audience, as well add visual appeal.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded, formative assessment, students create a presentation to compliment a persuasive speech. The presentation must have at least 4 slides and contain pictures, graphs, charts, and other visual aids that is relevant to the information and compliments the speech.
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on page 54 for specific expectations.)		343665 343672	Eng II A: Unit 6: Persuasive Speech Lesson: What is Persuasion? Lesson: From a 'B' to an 'A' First semester Through a text based lesson, students are instructed over the style and formatting of a persuasive argument. Students must use formal, informal, and technical language when it is appropriate for the audience and occasion. Revision techniques are discussed, identifying peer review as a source of editing and revision by another person.	117645 117632	Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students submit their speech drafts to a discussion board to receive feedback from their peers. Students also provide feedback of other students' speech drafts. Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
Strand: Language Standards 9-10						
Cluster 1: Conventions of Standard English						
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.910.L.1.1.a		Use parallel structure.*	343389 343368 343376 348940	Eng I A: U2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: Revising Clauses and Phrases Video: Supernatural Structure Lesson: Editing Sentences First semester Text and video based instruction on structure, using connecting words and phrases to help readers connect thoughts between sentences types of phrases and clauses, and using them to add variety and interest.	119726	Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.1.b		Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	343368	Eng I A: Unit 2: The Writing Process Lesson: Revising Clauses and Phrases First semester In a text-based lesson including practice exercises, students identify phrases and clauses.	119726	Throughout I and II Rubrics (6+1 Traits of Writing™ -- Fluency) Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.

LACC.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.910.L.1.2.a		Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process. Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2.b		Use a colon to introduce a list or quotation.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.
LACC.910.L.1.2.c		Spell correctly.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.		Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.
Cluster 2: Knowledge of Language						
LACC.910.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.910.L.2.3.a		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	349066 349067 349068	Eng I B: Unit 2: Elements of Research Lesson: Organizing Research Lesson: Citing Sources Lesson: Revising Your Research Paper Second semester Through text-based lessons, students are taught about writing a research paper using proper MLA guidelines.	120431	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing produce including rubric feedback from a teacher, students conduct research over a topic and write a paper following the format of a research paper over the information found. It will include details, supporting evidence, a formal tone/language, and proper MLA format (including citations for sources used).
Cluster 3: Vocabulary Acquisition and Use						
LACC.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.					
LACC.910.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343363 343343 343316 343364	Eng I A: Unit 1: Vocabulary and Meaning Video: Interpreting Meaning Lesson: Finding Meaning in Word Origins Video: Context Clues Lesson: Finding Meaning in Context Lesson: Analyzing Figurative Language First semester Through text and video-based lessons, students learn to interpret words and phrases and use word origins and context clues to comprehend language. Students also learn how language functions in different contexts.	119555	Eng I A: Unit 1: Assignment: Context Clues First semester In a graded, formative assessment, students answer multiple choice questions about the meanings of words, the use of context clues to find the meanings of words, and the purpose of context clues.
LACC.910.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	343269 343632	Eng II A: Unit 4: *Antigone* Lesson: Finding Meaning in Word Origins Video: Root Words First semester In a text-based lesson including practice exercises, students are taught to use resources such as a dictionary to look-up/check the meanings of unknown words. Students also learn about using etymology, context, and word origins to determine or clarify meaning. These are shown through text and video-based lessons.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.

LACC.910.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	348547	Eng I A: Unit 3: Exploring Narratives Lesson: "The Struggle to Be an All-American Girl" by Elizabeth Wong First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	348540	Eng I A: Unit 3: Exploring Narratives Lesson: "The Scarlet Ibis" by James Hurst First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
LACC.910.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343364 343340 343342	Eng I A : Unit 1: Vocabulary and Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game First semester Through text-based lessons including practice exercises, students learn about figurative languages (such as figures of speech) and analyze nuances in the meaning of words with similar denotations. Students also interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	343750	Eng II B: Unit 4: Poetry Lesson: Denotation and Connotation Second semester In a text-based lesson including practice exercises, students learn the difference between denotation and connotation.	117672	Eng II B: Unit 4: Poetry Unit 4 Assignment: "Base Details" Second semester Students identify the denotative and connotative meanings of words in a poem provided in the text.
LACC.910.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness.		Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness. In stories such as "The Struggle to be an All-American Girl," "The Most Dangerous Game," and science articles in the lesson Academic Writing, students learn and use vocabulary.

Documentation of Alignment

Advanced Academics English II A/B
(Course ID: 1001340)
ELA Common Core State Standards (Grades 9-10)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		349021	Eng I A: Unit 6: The Hero's Quest Lesson: "The Great Vision" by Black Elk/John G. Neihardt First semester In a text-based lesson, students are guided through the reading with questions asked before you read, during, and after reading. Practice exercises instruct students to analyze the story and cite evidence from the text to support conclusions drawn from the text.	117678	Eng II B: Unit 4 Paper: Explicating William Blake's "To the Evening Star" Second semester In a graded writing product with rubric feedback from a teacher, students analyze the meaning of a poem and the literary devices used. Students use and cite specific text from the poem to support analysis of what the text explicitly as well as inferences drawn from the text.
LACC.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		346799	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Native American Stories First semester In a text-based lesson including practice exercises and reader response, students are required to identify and analyze theme and how author develops and shapes theme through details in the story. Students write an objective summary. Eng II B : Unit 1: Short Stories Lesson: Theme Lesson: Finding Themes in "The Trout" Second semester Through text-based instruction, students identify the types of theme, including primary theme, secondary themes, implicit and explicit themes. Demonstration of finding clues in the story to identify the theme.	120049 120038 120048	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze *The Pearl* by John Steinbeck.

LACC.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		343584	Eng I B: Unit 4: *Romeo and Juliet* Prologue and Act I Lesson: After You Read *Romeo and Juliet* Act I Second semester Through practice exercises and multiple choice questions, students analyze complex characters in the play and how they develop, interact with other characters, and advance the plot of the play.	120200	Eng II A: Unit 4: Required Chat: Tragic Character First semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis.
Cluster 2: Craft and Structure						
LACC.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		343316 343339 343343 343363 343364 343340 343342	Eng I A: Unit 1: Vocabulary and Meaning Lesson: Finding Meaning in Context Video: Reading Context Clues Lesson: Finding Meaning in Word Origins Video: Interpreting Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game" First semester Through text-based lessons , practice exercises, videos, and reader response, students receive direct instruction on how to determine the meanings of words and phrases within a text, including figurative and connotative meanings. They analyze the cumulative impact of specific word choices on meaning and tone.	119558	Eng I A: Unit 1 Vocabulary Test: "Most Dangerous Game First semester In a graded formative assessment, students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		348544 348540 348539 348542 348546	Eng I A: Unit 3: Exploring Narratives Lesson: Literary Elements: Point of View Lesson: "The Scarlet Ibis" by James Hurst Lesson: Narrative Elements: Character, Setting, Plot, and Conflict Lesson: "The Lady, or the Tiger?" by Frank Stockton Lesson: "Where Have You Gone, Charming Billy?" by Tim O'Brien First semester Through text-based instruction, practice exercises and comprehension questions, students analyze the structure of a text and how authors create flashbacks, tension, and mystery.	119733	Eng I A: Unit 3 Assignment: Characters, Conflict, Plot, and Setting First semester In a graded formative assessment, students student complete multiple choice questions analyzing chracters, foreshadowing, setting, conflict, and flashback in stories.
LACC.910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		348545	Eng I A: Unit 3: Exploring Narratives Lesson: "Marriage is a Private Affair" by Chinua Achnebe First semester Through text-based instruction, post-reading analysis questions, and reader response, students analyze point of view.	117660	Eng II B: Unit 2: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students write an essay analyzing Gregor's point of view from the story and how he could have changed his views/actions.
Cluster 3: Integration of Knowledge and Ideas						
LACC.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		343706 343707	Eng II B: Unit 2: *The Metamorphosis* by Franz Kafka Lesson: Surrealism Lesson: Symbolism Second semester Through text-based instruction, students learn about surrealism as the idea that art and symbols hold different meanings for different people and those ideas should be fluid. The lesson discusses Surrealism can be found in art and writing as Franz Kafka is a surrealist because of the influence of his own dreams on his content.	117660	Eng II B: Unit 2 Paper: *Metamorphosis* Culmination Second semester In a graded writing product with rubric feedback from a teacher, students analyze the theme of alienation in a Magritte painting and connect it to Kafka's novel.
LACC.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		343766	Eng II B: Unit 5: *An Enemy of the People* Lesson: The Cain and Abel Motif in *An Enemy of the People* Second semester Through text-based instruction in a text-based lesson, students learn that Ibsen draws on characters from the Bible and transforms them into the brother characters in his play.	120448	Eng I B: Unit 6: Required Chat: A Painting and a Scene (*Romeo and Juliet*) Second semester In a graded required chat with a teacher, students complete research/writing prior to the chat and then ask and answer questions regarding their research and analysis of a painting and a scene related to *Romeo and Juliet*.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		350915 349352 343510 349353 349024 349025 349026 348359 349124 343759	English I and English II includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 6: The Hero's Quest Lesson: Chapters 9, 10-12, 21-23 of *The Odyssey* by Homer Eng I B: Unit 3: The Beauty of Poetry Lesson: "The Seven Ages of Man" by William Shakespeare Eng II A: Unit 3: Creation and Destruction Lesson: Themes of Creation and Destruction ("The Creation and "The Judgement Day" by James Weldon Johnson) Eng II B: Unit 5: *An Enemy of The People* Unit: Ibsen's *An Enemy of the People* Throughout English I and II, students read a wide variety of fiction and nonfiction. They read articles, poems, short stories, drama, and novels. Media is also incorporated into various lessons.	120049 120038 120048 120203	Eng I A: Unit 4 *(The Pearl)* Unit 4 Assignment: *The Pearl* Reading Check Unit 4 Paper: Literary Analysis of *The Pearl* Unit 4 Test: *The Pearl* by John Steinbeck First semester Through formative and summative assessments, multiple choice comprehension questions, and a graded writing product with rubric feedback from teacher, students analyze T*he Pearl* by John Steinbeck. Eng II A: Unit 3: Discussion: Compare Two Creation Stories In a graded, formative discussion thread with their peers, students complete research/readings prior to post their reponse and responses to other students on the discussion thread.
Strand: Reading Standards for Informational Text 9-10						
Cluster 1: Key Ideas and Details						
LACC.910.RI.1.1	Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		343733	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction, students learn how to read for important information in a text and cite strong and thorough evidence to support inferences from or literal meaning of the text.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.
LACC.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		343733 343734 343735	Eng II B: Unit 3: Research Lesson: Generalizations and Inferences Lesson: Quotations and Documentation Lesson: Paraphrasing Second semester Through text-based instruction on reading for important information in a text and citing evidence strong and thorough to support inferences from or literal meaning of the text.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.
LACC.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		343484 343489 343490	Eng I B: Unit 1: The Power of Rhtoric Lesson: Listening Assignment: The Gettysburg Address Video: Lincoln Delivers the Address Lesson: After You Listen to The Gettysburg Address Second semester Through a video and text-based instruction, students analyze Lincoln's speech and how the ideas are expressed, how the main ideas connect together, what argument and evidence are given, and how everything is connected.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 2: Craft and Structure						
LACC.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		346805	Eng I A: Unit 5: Daily Encounters Lesson: Workplace, Consumer, and Public Docs First semester Through text-based instruction, readings, and practice exercises, students write procedures and compare their steps and word choices to the actual online directions. Students also analyze words and phrases in Chapters 1 and 2 The Art of War by Sun-Tzu.	119556 119557	Eng I A: Unit 1: Assignment: Finding Meaning in Word Origins Eng I A: Unit 1: Assignment: Analyzing Figurative Language First semester In a graded, formative assessment, students answer multiple choice questions over the derived meaning of a statement. Students must analyze examples of figurative language and provide their figurative and connotative meanings.
LACC.910.RI.2.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		348349	Eng I A: Unit 5: Daily Encounters Lesson: Communicating Formally and Informally First semester Through video and text-based instruction, students complete a listening guide analyzing and summarizing speeches from President Johnson, and Dr. King. Students also analyze three letters to determine author's purpose, formal language, parts of a business letter, and tone.	117597	Eng II A: Unit 2 Paper: Analyzing the Imagery of Dr. Martin Luther King's "I Have a Dream" Speech First semester In a graded writing product, students analyze the speech telling which of King's images they found most powerful and appeal and explain why they had meaning. They also determine the theme and identify elements contributing to the theme and development of the speech.
LACC.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		349062	Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate (Berlin Wall) June 12, 1987" by Ronald Reagan Second semester In a text-based lesson with reading and practice exercises, students identify rhetorical devices used in a political speech, determining how the presenter appealed to the emotions of the audience to advance his purpose.	120421	Eng I B: Unit 1: The Power of Rhetoric Unit 1 Assignment: Rhetoric, Tone, Purpose Second semester In a graded, formative assessment, students answer multiple choice questions related to rhetoric, point of view, and purpose.
Cluster 3: Integration of Knowledge and Ideas						

LACC.910.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Text and graphic-based lesson on using websites and a variety of media for research. Shows how to evaluate content and analyze different accounts in different mediums.	120057	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence.
LACC.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		343667 343673 343679 343682	Eng II A: Unit 6: Persuasive Speech Lesson: Recognizing Logical Fallacies Video: Supporting Details Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on fallacies and reasoning. This includes an explanation of each type of fallacy and how to identify them in writing as insufficient evidence or reasoning in an argument. Instruction over debate and addressing opposing arguments in writing along with supporting arguments and to use supporting evidence for the arguments to make them valid is also covered in the lessons.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history.
LACC.910.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.		343355 343484 343489 349057 343500 349061	Eng I B: U1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Listening Assignment: "The Gettysburg Address" Lesson: Video: Lincoln Delivers the Address Lesson: "The Spirit of Indifference" by Learned Hand Lesson: "The Perils of Indifference" by Elie Wiesel Lesson: "Ain't I a Woman" by Sojourner Truth Second semester In a text-based lesson, students learn how to identify topic and purpose in speeches. Students read "The Gettysburg Address" and are instructed to identify the theme in the historical document. Students read several speeches and are instructed to pay attention to the theme and purpose for them and answer practice comprehension/analysis questions.	120423	Eng I B: Unit 1 Activity: Listening Response to "The Gettysburg Address" Second semester In a graded, formative assessment, students paraphrase, clarify, summarize, and empathize with President Lincoln's words.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band and independently and proficiently.		346803 348930 349062 349061 349129 343615	English I and English II includes Self-Selected Reading Requirements Below is a sampling of nonfiction readings in Advanced Academic's Eng I and II courses: Eng I A: Unit 5: Daily Encounters Lesson: Combining Themes from Multiple Texts Eng I A: Unit 3: Exploring Narratives Lesson: The Struggle for an Education" by Booker T. Washington Eng I B: Unit 1: The Power of Rhetoric Lesson: "Address from the Brandenburg Gate June 12, 1987" by Ronald Reagan Eng I B: Unit 1: The Power of Rhetoric Lesson: "Ain't I a Woman" by Sojourner Truth Eng II A: Unit 3: Creation and Destruction Lesson: Wars Eng II A: Unit 3: Creation and Destruction Lesson: The Power of Nature Throughout English I and II, students read a	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
Strand: Writing Standards 9-10						

Cluster 1: Text Types and Purposes						
LACC.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.910.W.1.1.a		Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.1.b		Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.1.c		Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	343525 349068 349069	Eng I B:Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	343525 349068 349069	Eng I B: Unit 2: Elements of Research Lesson: Drafting Your Research Paper Lesson: Revising Your Research Paper Lesson: Editing Your Research Paper Second semester In a text-based lesson over formatting and requirements of research papers, students recieve explicit instruction on how to include parenthetical citations to document sources and add credibility. Also, explanation and examples of how to cite information from different sources within the paper and in a works cited page are included. Instruction that the tone in writing should be formal and objective. Eng II A: U6: Persuasive Speech Lesson: Selecting an Organizational Framework for Your Speech Lesson: From a 'B' to an 'A' Video: Supporting Details First semester In a text-based lesson over the importance of organization of a persuasive argument, students recieve explanation on persuasive argument and how to format it in three different formats are explained. Video-based instruction on finding indisputable, objective	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.

LACC.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
LACC.910.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.b		Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.c		Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.d		Use precise language and domain-specific vocabulary to manage the complexity of the topic.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.

LACC.910.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343389 343392 348938	Eng I A: Unit 2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: The 5-Paragraph Essay Video: Transatlantic Transitions First semester In a text-based lesson which includes using strong content, presenting a topic, effectively organizing the information in an easy to follow order, using connecting words and phrases to show how ideas are related, and using clear evidence to support the main idea, students learn about the writing process. Also, lessons on having an adequate summary of the information in the conclusion, the importance of each paragraph having a topic sentence which supports the main idea/thesis, and having the conclusion not introducing any new ideas are all included. A video-based instruction on using transitions is included as well.	119725	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence.
LACC.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
LACC.910.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.

LACC.910.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.

LACC.910.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
LACC.910.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	348539 348544 343461	Eng I A: Unit 3: Exploring Narratives Lesson: Narrative Elements: Characters, Conflict, Plot, Setting Lesson: Literary Element: Point of View Lesson: The Writing Process Narrative Essay First semester In a text-based lesson, students learn about the elements of a short story. Explanation is given along with a review of characters, setting, plot, theme, and point of view. Expectations of a good narrative are outlined, including a plot, logical sequence, characters, dialogue, sensory details, setting, conclusion, and figurative language.	119747	Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language.
Cluster 2: Production and Distribution of Writing						
LACC.910.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		343387 343389 343395 343392 343399	Eng I A: Unit 2: The Writing Process Lesson: Purpose and Audience Lesson: Characteristics of Effective Writing Lesson: The Writing Process: Prewriting Lesson: The 5 Paragraph Essay Lesson: Drafting Your Essay First semester Students are instructed through text-based lessons over the different purposes of writing and how different styles are used for different purposes. Purposes identified are to persuade, narrate, describe, inform, analyze and define and writing strategies are explained for each type. Form is explained as formal or informal, determine by word choice and style English. Students are also instructed to keep in mind the audience and to appeal to the audience and their known knowledge of the subject. Explicit instruction over the formatting of a 5-paragraph essay and what information to include in each paragraph.	119725 120426	Eng I A: Unit 2 Paper: Final Draft of Analytic Essay First semester In a graded writing product with rubric feedback from a teacher, students write a persuasive essay which includes a full introduction, conclusion, effective supporting details and topic sentences and transitions. Each body paragraph should offer effective facts or details that persuade the audience. Students write a paper following the 5-Paragraph Essay model. All three body paragraphs should directly relate to the thesis, focus on one main idea that supports the thesis and the conclusion should summarize the main idea and supporting evidence. Eng I B: Unit 1 Project: Final Draft, Video, and Evaluation Second semester In a graded, formative assessment, students write and present on a topic from a list. They must maintain a clear focus, follow a logical sequence, and appeal to the audience with word choice, format, and information presented.
LACC.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)		343379 343395 343401 343405 343408	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process Overview Lesson: The Writing Process: Prewriting Lesson: Drafting Your Essay Lesson: The Writing Process: Revising Lesson: Revising and Editing Instructions First semester Students are instructed through text-based lessons over the steps of the writing process, which include prewriting, drafting, revising and editing. These steps help plan, organize and write material to produce an essay. Certain tasks are provided for each step which allows the purpose to be written clearly. Each step encourages the review of the audience and purpose and accurate use of conventions within the paper. Explicit instruction over each step in the writing process and what each step involves and actions to be taken.	119747 120431	ENGLISH II A: U1 Activity: Audience and Eng I A: Unit 3 Paper: Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a multi-paragraph narrative essay that includes a plot, logical sequence, characters, dialogue, sensory details, setting and figurative language. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students revise their first draft, using a peer evaluation, and submit the final, revised draft.

LACC.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		343399 343405	Eng I A: Unit 2: The Writing Process Lesson: The Writing Process: Drafting Lesson: The Writing Process: Revising First semester Students use discussion thread comments on their writing to update and revise their essay.	119731 117645	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a graded, formative assessment, students share their topic and thesis with a teacher using the internet. Students can update their information based on the teacher's recommendation. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a graded, formative assessment, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary.
Cluster 3: Research to Build and Present Knowledge						
LACC.910.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		348926 343511 349064 343517 349065 349066	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary. Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed.	120067 120431	Eng I A: Unit 6 Activity: *The Odyssey* : Web Quest First semester In a graded, formative assessment, students complete a short research project to answer questions about *The Odyssey* . Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter.
LACC.910.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		343511 349064 343517 349065 349066 343728 343729 343731 343737 343735 343732	Eng I B: Unit 2: Elements of Research Lesson: Selecting and Narrowing Your Topic Lesson: Generating Questions Lesson: Locating Research Materials Lesson: Credibility of Sources Lesson: Organizing Research First semester Through text-based lessons, students are instructed over the requirements of a research project, including the steps of planning, reading, evaluating of information, drawing conclusions and organization of ideas. Narrowing the topic, generating questions about the research, and using multiple sources are all discussed. Eng II B: Unit 3: Research Video: Internet Research Lesson: Why do We Research? Lesson: Objectivity in Research Lesson: Secondary Research Lesson: Credibility of Sources Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to use search engines, libraries, and other places to find sources to help them with their writing, how	120431 117666	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded writing product with rubric feedback from a teacher, students write a paper about a current event from the news and tell how it affects them or the world. Students must create a topic and generate questions for research which they will have to answer in the paper. Students must provide cited evidence in the paper from at least 5 different sources to help provide evidence of understanding of the subject matter. Eng II B: Unit 3 Paper: Short Story Working Bibliography Second semester Students choose a historical figure from a list and create a short story based on their life. They must research their person and create a bibliography of at least 6 sources in proper MLA format.
LACC.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.910.W.3.9.a		Apply grades 9–10 Reading standards to literature(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	343766	Eng II B: Unit 5: *An Enemy of The People* Second semester In a text-based and multimedia lesson, students learn about the Cain and Abel motif in *An Enemy of the People* to compare the brothers' fighting and jealousy to that of Cain and Abel in the Bible. Students complete a practice exercise.	120038	Eng I A: Unit 4 Paper: Literary Analysis of *The Pearl* First semester In a graded writing product with rubric feedback from a teacher, students analyze symbols in the text and cite specific evidence from the text to support analysis and conclusions drawn from the text.

LACC.910.W.3.9.b		Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	343673 343680 343667 343679 343682	Eng II A: Unit 6: Persuasive Speech Video: Supporting Details Lesson: Identifying Material and Immaterial Points Lesson: Recognizing Logical Fallacies Lesson: Addressing Potential Opposing Views and Counterarguments Video: Fact or Fakes First semester Video and text-based instruction on identifying important supporting information to include in writing to support an analysis of a text. Instruction on fallacies and how to identify them in writing is included. Valid reasoning and including relevant evidence in writing to support the purpose, developing an argument and counter argument, and presenting valid evidence to support them are also discussed.	117640	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded writing and presentation product with rubric feedback from a teacher, students write a persuasive speech citing supporting details from informational texts to support their analysis of a person from history. Students must persuade the audience that chosen historical person deserves recognition for contributions to society. Students must include counter arguments and valid evidence supporting their argument.
Cluster 4: Range of Writing						
LACC.910.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Eng I – Eng II Students write routinely in English I A, I B, II A, and II B. They write short answer responses and complete practice exercises for a variety of lessons. These short writing tasks are part of daily lessons. They also receive instruction on the writing process to write expository, persuasive, and narrative texts. Students write throughout the process and receive feedback on their progress. In addition to the writing for course assessments, students communicate with teachers via e-mail and chats. These communications cover a variety of academic tasks.	120430 120431 117665	Eng I B: Unit 2 Activity: Evaluating the First Draft Second semester In a formative writing product, students write a rough draft of their research paper and have a friend or parent review the draft. Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing product including rubric feedback from a teacher, students submit the final, revised draft of their research paper, including changes found in the peer revision. Eng II B: Unit 3 Paper Component: Narrowing Your Short Story Topic Second semester In a graded, formative assessment, students submit the topic they have chosen, along with an outline of their paper which includes information over the setting, plot and characters.
Strand: Speaking and Listening Standards 9-10						
Cluster 1: Comprehension and Collaboration						
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
LACC.910.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussions cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man
LACC.910.SL.1.1.b		Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	349333	Eng I - Eng II Lesson: Collaborative Discussions All semesters In a text-based lesson including ungraded formative practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.

LACC.910.SL.1.1..c		Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man
LACC.910.SL.1.1..d		Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		Eng I - Eng II All 9-10 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	119731 120443 117645 120147	Eng I A: Unit 2: Required Chat: Discuss Your Topic and Thesis First semester In a required chat with a teacher, students share their topic and thesis with a teacher using the internet. They then discuss it and get recommendations from the teacher Eng I B: Unit 5: *Romeo and Juliet* Acts II and III: Required Chat: Script Plan Second semester In a required chat with a teacher, students discuss their plans for creating a script based on a scene from Romeo and Juliet with a teacher. Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students upload their speech drafts to the discussion board to allow peer review of the draft by their classmates. Students must also read two other students' drafts and provide feedback of any changes necessary. Eng II B: Unit 2 Required Chat: The Common Man
LACC.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		348926	Eng I A: Unit 5: Daily Encounters Lesson: Using Websites for Research First semester Through a text-based lesson, students learn how to use the internet to conduct research and narrow/broaden their inquiries when necessary.	120057 120205	Eng I A: Unit 5 Paper: Different Portrayals of Lincoln Persuasive Essay First semester In a graded writing product with rubric feedback from a teacher, students research how Lincoln is portrayed in different mediums such as film, articles, cartoons, etc. and write a paper analyzing the sources portrayal of Lincoln and his influence. Eng II A: Unit 3 Paper: The Lost Children First semester In a graded writing product with rubric feedback from a teacher, students research and write an argumentative essay over the lost children of Sudan. They choose three different media sources for the essay.
LACC.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		348355 349751 343454 343469 349058	Eng I B: Unit 1: The Power of Rhetoric Lesson: Topic, Purpose, and Audience Lesson: Content and Delivery Lesson: Listening Skills Lesson: Fact vs. Opinion Lesson: Persuasion and Argument Second semester Text-based instructions over analyzing speeches for information. Students are instructed to first determine the topic and purpose. Students are also instructed to evaluate the style and rhetorical devices used. Students are also instructed in determining fact from opinion, noting facts are evidence to support claims if they are true.	120198	Eng I B: Unit 1 Discussion: Discussion Debate Second semester In a graded discussion thread with peers, students argue for or against a resolution, research a question, find evidence, and post to a discussion thread. Then, they are required to respond to two other student's arguments and provide a rebuttal.
Cluster 2: Presentation of Knowledge and Ideas						

LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		343731 343737 343735	Throughout Eng I and Eng II, students are taught to respect intellectual property, present evidence clearly and concisely, and write in a style suited for the type of writing or speaking that they are doing. All long essays and projects are graded according to the 6+1 rubric, which includes grading for these things. Eng II B: Unit 3: Research Video: Internet Research Leson: Objectivity in Research Lesson: Secondary Research Lesson: Paraphrasing Second semester Through text, multi-media, and video lessons, students learn about how to find sources to help them with their writing, how to assess the usefulness of sources, and how to paraphrase and avoid plagiarism.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
LACC.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		343681	Eng II A: Unit 6: Persuasive Speech Lesson: Visual Aids First semester In a text-based lesson, students are instructed over the different types of visual aids available and the importance of choosing appropriate font sizes, styles and colors that appeal and do not distract. Explanation that graphs, tables, diagrams and charts assist in the understanding of information by the audience, as well add visual appeal.	117632	Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester In a graded, formative assessment, students create a presentation to compliment a persuasive speech. The presentation must have at least 4 slides and contain pictures, graphs, charts, and other visual aids that is relevant to the information and compliments the speech.
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on page 54 for specific expectations.)		343665 343672	Eng II A: Unit 6: Persuasive Speech Lesson: What is Persuasion? Lesson: From a 'B' to an 'A' First semester Through a text based lesson, students are instructed over the style and formatting of a persuasive argument. Students must use formal, informal, and technical language when it is appropriate for the audience and occasion. Revision techniques are discussed, identifying peer review as a source of editing and revision by another person.	117645 117632	Eng II A: Unit 6 Discussion: Speech Peer Review First semester In a discussion thread with their peers, students submit their speech drafts to a discussion board to receive feedback from their peers. Students also provide feedback of other students' speech drafts. Eng II A: Unit 6 Project: Persuasive Speech Presentation First semester Students orally present their persuasive speech and create a slide show presentation to compliment the speech in a graded, formative assessment. Students must create a thesis statement, make logical points that persuade the audience, conclude the points, and use formal, informal and technical language when it is appropriate for the audience and occasion. They also must document sources, provide relevant support and reliable sources. Appropriate pauses for emphasis should be used in the oral presentation along with a loud, clear voice.
Strand: Language Standards 9-10						
Cluster 1: Conventions of Standard English						
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.910.L.1.1.a		Use parallel structure.*	343389 343368 343376 348940	Eng I A: U2: The Writing Process Lesson: Characteristics of Effective Writing Lesson: Revising Clauses and Phrases Video: Supernatural Structure Lesson: Editing Sentences First semester Text and video based instruction on structure, using connecting words and phrases to help readers connect thoughts between sentences types of phrases and clauses, and using them to add variety and interest.	119726	Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.

LACC.910.L.1.1.b		Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	343368	Eng I A: Unit 2: The Writing Process Lesson: Revising Clauses and Phrases First semester In a text-based lesson including practice exercises, students identify phrases and clauses.	119726	Throughout I and II Rubrics (6+1 Traits of Writing™ -- Fluency) Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.910.L.1.2.a		Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process. Eng I A: Unit 2 Test: The Writing Process First semester In a multiple choice, summative assessment, students answer questions over parallel structure, phrases, and clauses.
LACC.910.L.1.2.b		Use a colon to introduce a list or quotation.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.	119726	Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.
LACC.910.L.1.2.c		Spell correctly.	348940 348936 348941 348937 343408	Eng I A: Unit 2: The Writing Process Lesson: Editing Sentences Lesson: Editing Capitalization Lesson: Editing Common Punctuation Errors Lesson: Editing for Conventions Lesson: Revising and Editing Your Draft First semester In text-based lessons including practice exercises, students learn how to edit their papers for capitalization, clauses, punctuation, conventions, and spelling.		Eng I A: Unit 2 Paper: Revising and Editing First Semester In the final draft of the essay, students revise and edit for spelling, punctuation, and sentence fluency. A 6+1 Trait rubric provided for the student for self-evaluation as well as returned completed by the teacher as part of the grading process.
Cluster 2: Knowledge of Language						
LACC.910.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.910.L.2.3.a		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	349066 349067 349068	Eng I B: Unit 2: Elements of Research Lesson: Organizing Research Lesson: Citing Sources Lesson: Revising Your Research Paper Second semester Through text-based lessons, students are taught about writing a research paper using proper MLA guidelines.	120431	Eng I B: Unit 2 Paper: Final Draft of Research Paper Second semester In a graded, formative writing produce including rubric feedback from a teacher, students conduct research over a topic and write a paper following the format of a research paper over the information found. It will include details, supporting evidence, a formal tone/language, and proper MLA format (including citations for sources used).
Cluster 3: Vocabulary Acquisition and Use						
LACC.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.					

LACC.910.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343363 343343 343316 343364	Eng I A: Unit 1: Vocabulary and Meaning Video: Interpreting Meaning Lesson: Finding Meaning in Word Origins Video: Context Clues Lesson: Finding Meaning in Context Lesson: Analyzing Figurative Language First semester Through text and video-based lessons, students learn to interpret words and phrases and use word origins and context clues to comprehend language. Students also learn how language functions in different contexts.	119555	Eng I A: Unit 1: Assignment: Context Clues First semester In a graded, formative assessment, students answer multiple choice questions about the meanings of words, the use of context clues to find the meanings of words, and the purpose of context clues.
LACC.910.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	343269 343632	Eng II A: Unit 4: *Antigone* Lesson: Finding Meaning in Word Origins Video: Root Words First semester In a text-based lesson including practice exercises, students are taught to use resources such as a dictionary to look-up/check the meanings of unknown words. Students also learn about using etymology, context, and word origins to determine or clarify meaning. These are shown through text and video-based lessons.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	348547	Eng I A: Unit 3: Exploring Narratives Lesson: "The Struggle to Be an All-American Girl" by Elizabeth Wong First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	348540	Eng I A: Unit 3: Exploring Narratives Lesson: "The Scarlet Ibis" by James Hurst First semester In a text-based lesson including practice exercises, students consult references to determine or clarify a word's precise meaning.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.910.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343364 343340 343342	Eng I A : Unit 1: Vocabulary and Meaning Lesson: Analyzing Figurative Language Lesson: Reading and Vocabulary in "The Most Dangerous Game" Lesson: After You Read "The Most Dangerous Game First semester Through text-based lessons including practice exercises, students learn about figurative languages (such as figures of speech) and analyze nuances in the meaning of words with similar denotations. Students also interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	119560	Eng I A: Unit 1 Test: Vocabulary and Meaning First semester Students analyze and apply vocabulary, figurative language, connotation, and context clues to determine meanings of words.
LACC.910.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	343750	Eng II B: Unit 4: Poetry Lesson: Denotation and Connotation Second semester In a text-based lesson including practice exercises, students learn the difference between denotation and connotation.	117672	Eng II B: Unit 4: Poetry Unit 4 Assignment: "Base Details" Second semester Students identify the denotative and connotative meanings of words in a poem provided in the text.
LACC.910.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness.		Throughout English I and II, students acquire academic and domain-specific vocabulary. Each introduction to the unit contains key concepts and vocabulary for college readiness. In stories such as "The Struggle to be an All-American Girl," "The Most Dangerous Game," and science articles in the lesson Academic Writing, students learn and use vocabulary.

Documentation of Alignment

Advanced Academics English III A/B
(Course ID: 1001370)
ELA Common Core State Standards (Grades 11-12)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		349749	Eng III B: Unit 2: Drama and the American Dream Lesson: "Trifles" by Susan Glaspell Second semester In a text-based lesson with practice exercises, students find passages in the play to support different themes. Students examine the play for clues as to what happened. Students use text to support their inferences and conclusions about the plot.	117771	Eng IV A: Unit 3 Paper: Analyzing Passages from King Lear First semester In a graded, formative assessment, for each scene read in King Lear, students choose one passage to examine how it contributes to the scene or play.
LACC.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester In a text-based lesson with practice exercise, students trace the development of two themes in *Macbeth* by finding quotes from the play which illustrate those themes in acts throughout the play.	120727	Eng IV B: Unit 4 Test: *Macbeth:* Essay Questions Second semester In a graded, summative assessment, students answer essay questions based on literary elements from the play. One question asks them to state a theme and give evidence from the play using textual support.
LACC.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		343778 343779 343780	Eng III A: Unit 1: The American Dream Lesson: The Basic Elements of Plot Lesson: Main Idea and Theme Lesson: The Threads of Theme Viewpoint in Fiction First semester Unit 1 includes lessons that review students over structural elements of fiction, such as plot, setting, character, and theme. Students practice analyzing the structural elements of both fiction and nonfiction.	117716	Eng III A: Unit 6 Activity: Poe and Sensory Language First semester In a graded, formative assessment, students analyze three Poe quotes from three different works and explain how the sensory words effect the reader and passage.
Cluster 2: Craft and Structure						

LACC.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		343767 343768 343769 343770 343774	Eng III A: Unit 1: The American Dream Lesson: Rhetoric Lesson: Analyzing Speeches Lesson: Searching for Change Lesson: Context Clues Video: Reading – Context Clues First semester Students are guided through a series of lessons in print and video that show how authors use specific words and phrases to persuade readers and listeners and to create effects and establish connections. Students are given practice in finding meaning through connotation, figurative language, rhetorical strategies, and context clues.	117684	Eng III A: Unit 1 Activity: "I Have a Dream" Context Clues First semester In a graded, formative assessment, students write a paragraph about two of the difficult words from the first two paragraphs in the "I Have a Dream" speech and describe their thought processes for using context clues in those paragraphs to figure out the meanings of the words.
LACC.1112.RL.2.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		343989 343991	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Literary Elements Grab Bag: Point of View, Frame Narrative, Satire Lesson: Reading Sir Thomas More's Utopia First semester Lessons are presented in various formats including multi-media over literary elements. Students practice determining the author's choices concerning the structure of a literary work. Students read Utopia by Thomas More and consider how More used the frame story and point of view to protect himself from the King's scrutiny.	117756	Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.RL.2.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		344065 344067 344069	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading: "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" Lesson: Outlining a Satirical Argument First semester Students read Jonathan Swift's "A Modest Proposal" after being reviewed on the concepts of satire and irony. They fill out a graphic organizer that helps them understand Swift's purpose and point of view.	117792	Eng IV A: Unit 5 Activity: Outlining a Satirical Argument First semester In a graded, formative assessment, students practice writing their own satire by identifying an actual problem and then proposing their own satirical solutions to it. They also explain what their real solution would be.
Cluster 3: Integration of Knowledge and Ideas						

LACC.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester After reading the play, students watch PBS Great Performances film version. Students fill out a viewing guide in which they answer questions about the film adaptation and their reaction to choices the director made.	120727	Eng IV B: Unit 4: *Macbeth* Required Chat Second semester Students contact teacher in chat or by phone for a required chat about their viewing experience of the PBS Great Performances film adaptation of Macbeth. Students evaluate the film version and discuss their reactions to the interpretation.
LACC.1112.RL.3.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		343786 343788 343793 343794 343795 343796	Eng III A: Unit 2: Early America Lesson: Native America Lesson: Religion and Faith Lesson: Anne Bradstreet Lesson: Jonathan Edwards Lesson: Portrait of American Colonialism Lesson: Thomas Paine and Common Sense First semester Students read legends from the Iroquois and analyze common themes. Students are given samples of Early American literature, from Native American myths and speeches to poems and sermons about religion. They read examples of Puritan and Colonial thought and notice common threads and also differences.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.1112.RL.4.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently		343857 343858 343866 343868 343869 343871 344020 344021	English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 3: *The Scarlet Letter* First semester Students read this grade-level text independently. The entire unit takes students through *The Scarlet Letter* , providing explicit lessons on historical context and literary elements. Many video lessons are included. Eng III A: Unit 5: Poetry in America Lesson: Henry David Thoreau and "Walden Pond" Lesson: The Poetry of Walt Whitman Lesson: Lyric Poetry Lesson: Narrative Poetry Lesson: The Romantic American Identity Lesson: Emily Dickinson's Poetry First semester Students read independently, discuss, and write about 19th and early 20th century American poetry. Explicit instruction and reviews in poetry forms and devices. Text to speech features enable	120530 117717 117771	Eng III A: Unit 3 Required Chat: Modern Day Scarlet Letter First semester In a graded discussion thread, students chat with a teacher about ideas relating to ostracism, forgiveness, and redemption. Eng III A: Unit 6 Paper: Biography Synthesis Writing Assignment First semester In a graded writing product, students research either Hawthorne or Poe and read several of their works. Students produce a biographical synthesis essay which combines the research about the life of the author with his works. Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear* First semester For each scene read in *King Lear* , students choose one passage to examine. That passage should be significant to that particular scene as well as to the larger play. Students will quote the passage, identify who is speaking and to whom, then analyze the passage by exploring its significance to and impact on the overall story.
Strand: Reading Standards for Informational Text 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		344065 344067	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" First semester In a text-based lesson, students read the satirical essay and analyze the indications of satire while determining through inference the true purpose of the essay.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
LACC.1112.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		344112	Eng IV B: Unit 6: Time and Eternity Lesson: "We Choose to Go to the Moon" by President Kennedy Second semester Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		343795 343796	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of American Colonialism (1740 – 1820) Lesson: Thomas Paine and *Common Sense* First semester Students read about Colonial America and study the text of *Common Sense* by Thomas Paine. They analyze the ideas in the text and then compare those ideas to the ideas from Puritan America.	117698	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620-1820) First semester After studying both Puritan America and Colonial America, students write an essay that states their understanding of the relationship among religion, faith, belief, and the American Dream from the 1600s to the early 1800s. They use research to provide textual support from primary documents and cite their sources.
Cluster 2: Craft and Structure						
LACC.1112.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		343809 343810 343811 343812	Eng III A: Unit 2: Foundations of the American Dream Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.RI.2.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		344013	Eng III B: Unit 6: The Postmodern Dream Lesson: César Chávez and "Commonwealth Club Address" Second semester As students read the speech by Cesar Chavez, they consider ways that the speeches of Chavez are similar to those of Dr. King. They find the main argument and look for supporting details. They notice rhetorical devices and imagery. They determine how the elements of the speech work together to engage the audience and convince.	117765	Eng III B: Unit 6 Assignment: King and Chávez Students answer objective, multiple choice questions on a quiz that determines their understanding of different writings by King and Chávez.

LACC.1112.RI.2.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		344078	Eng IV A: Unit 5: Poverty and Wealth Lesson: Speech: "Every Man a King" by Huey Long First semester Students conduct a web quest for information before reading the speech. As students read the speech, they fill out a worksheet that leads students to a better understanding of the context in which the speech was given. Students establish the main ideas and the purpose of the speech, as well as political factors that shaped the speaker's point of view.	117787	Eng IV A: Unit 5 Test: Poverty and Wealth Students answer objective, multiple choice questions to demonstrate understanding of the unit's content.
Cluster 3: Integration of Knowledge and Ideas						
LACC.1112.RI.3.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		343952 343955	Eng III B: Unit 4: Independent Research Project Lesson: Independent Project Unit Portfolio: Beginning Your Research Lesson: Reevaluating Your Research Topic Before Starting to Write Second semester The entire unit is a process for producing a research paper. In this lesson, students find information about their topic. They are directed to have at least two primary sources and four secondary sources of information: two or more books or articles found in a library and two or more internet sources. Students take notes on cards. Students then evaluate their information in order to find any weakness or gaps in their research.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		343786 343796 344024 344027	Eng III A: Unit 2: Foundations of the American Dream Lesson: Native America First semester In a text-based lesson, students analyze Red Jacket's speech and the Iroquois Constitution, drawing conclusions about the effect of the Constitution on Red Jacket's speech. Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense First semester In a text-based lesson, students analyze the arguments in "Common Sense." Eng III B: Unit 6: The Postmodern Dream Lesson: Equality and Integrity of Dreams "Letter from a Birmingham Jail" by King Lesson: The American Creed "Statement on Brown v. Board of Education" by Chief Justice Earl Warren Second semester In a text-based lesson, students evaluate the reasoning in King's "Letter from a Birmingham Jail" and find evidence in the letter of logos,	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.RI.3.9	Analyze seventeenth-, eighteenth-century, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		343796 343809 343810 343811 343812 349789	Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson. Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedoms and Rights in the U.S. Second semester In this text-based lesson with practice exercises, students compare The Declaration of Independence to the Declaration of Sentiments by Elizabeth Cady Stanton. They also read the Bill of Rights and how the 15th and 19th Amendments laid the groundwork for voting.	117701 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.1112.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.			English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 1: The American Dream "I Have a Dream" by Martin Luther King, Jr. President Obama's President-Elect Acceptance Speech Eng III B: Unit 6: The Postmodern Dream "He Showed Us the Way" by César Chávez "The Commonwealth Club Address" by César Chávez "Mother Tongue" by Amy Tan Eng IVA: Unit 5: Poverty and Wealth "A Modest Proposal" by Jonathan Swift "Every Man a King" by Huey Long "Why are Beggars Despised" by George Orwell Eng IVB: Unit 4: Life and Death "Find What You Love" by Steve Jobs "The Last Lecture" by Dr. Randy Pausch "The Big Fella Upstairs" by Margaret Thatcher	117769 117796 117818	Eng III B: Unit 6 Assignment: Angelou and Tan Second semester Students answer graded multiple choice questions over the writings of Maya Angelou and Amy Tan. Eng IV A: Unit 5 Vocabulary Check: "Why are Beggars Despised"? First semester Students answer graded multiple choice questions that determine their understanding of Orwell's vocabulary. Eng IV B: Unit 4 Project: Write a Commencement Address or Eulogy Using the models of the speeches by Jobs, Pausch, and Thatcher, students plan, write, and deliver either a commencement speech or a eulogy.
Strand: Writing Standards 11-12						
Cluster 1: Text Types and Purposes						
LACC.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.1112.W.1.1.a		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	350483 344009	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases. Eng III B: Unit 6: The Postmodern Dream Lesson: Martin Luther King Had a Dream Second semester In a text-based lesson including an analysis of the speech, students identify argumentative elements such as claims, counterclaims, evidence, organization, and audience.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.

LACC.1112.W.1.1.b		Develop claim(s) and counterclaims fairly and throroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.c		Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war.

LACC.1112.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
LACC.1112.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Research Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.1.2.b		Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.c		Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.d		Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
LACC.1112.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.

LACC.1112.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
Cluster 2: Production and Distribution of Writing						

LACC.1112.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			Throughout Eng III and Eng IV 6+1 Traits of Writing™ Rubrics Students receive text-based instruction prior to each project or essay discussing topic, organization, grammar and mechanics, etc.	117697 117756	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought. Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		343972	Eng III B: Unit 4: Independent Research Project Lesson: Publishing Your Writing Second semester Through text-based instruction, students learn how to publish their writing or multimedia projects.	120457 117801	Eng III B: Unit 6 Project: Designing a Web Page Second semester Students design a web page based on their research into ethical issues of Internet usage. Eng IV A: Unit 5 Project: Your Newspaper First semester In a graded, summative assessment, students are encouraged to publish their newspaper which contains two advertisements, one satirical essay, one opinion piece, and three articles about local, national, and international events. Throughout English III and IV students participate in discussion threads and required chats and update writing products based on feedback.
Cluster 3: Research to Build and Present Knowledge						
LACC.1112.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		343801 343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III A: Unit 2: Early America [short research project] The War of the Worlds (1938) First semester After reading War of the Worlds, students research the time period and make connections between historical events and the panic of the broadcast. Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	120643 117747	Eng III A: Unit 2: Required Chat: The Language of Hysteria First semester In a graded chat with a teacher, students research two different time periods and discuss how historical times impacted The Salem Witch Trials and The War of the Worlds. Eng III B: Unit 4 Project: Independent Research Project Portfolio Second semester In a multi-step graded research project, students complete a research paper.

LACC.1112.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117811 120222	Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.1112.W.3.9.a		Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	343797 343838	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of Religion and Beliefs in America (1620 – 1820) Instructions First semester Students study the writings of Thomas Paine, Anne Bradstreet, and other Early American authors. They do internet research to find primary documents. Eng III A: Unit 3: *The Scarlet Letter* Lesson: Understanding Fictional Characters First semester Students get explicit instruction on the importance of character in fiction. Topics covered are character types and categories, including literary terminology such as protagonist and foil.	117698 117705	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620 – 1820) First semester Students choose from two questions to answer, create a thesis statement to support with examples from quotes taken from writings of Early America and from primary source documents found on the internet. Eng III A: Unit 3 Activity: Character Analysis in *The Scarlet Letter* First semester Students choose one of the characters in The Scarlet Letter to analyze. They discuss appearance, strengths, feelings, needs, thoughts, manner of speech, values and wants, and the reactions of others to the character.

LACC.1112.W.3.9.b		Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").	343811 343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701 117811 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
Cluster 4: Range of Writing						
LACC.1112.W.4.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Students write for a variety of purposes throughout English III and IV. Two units are listed below that contain various writing requirements: Eng III B: Unit 4: Independent Research Project Throughout unit Eng IV A: Unit 4: War and Peace Throughout unit		Students write for a variety of purposes throughout English III and IV. Below are some examples of assessments: Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear*
Strand: Speaking and Listening Standards 11-12						
Cluster 1: Comprehension and Collaboration						
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					

LACC.1112.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat with a teacher, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher.
LACC.1112.SL.1.1.b		Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	349333	Eng III and Eng IV: Beginning of Course Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	117836	Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.1.c		Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	117718 117836	Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts. Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.

LACC.1112.SL.1.1.d		Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730 117718	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher. Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions First semester Students read "I Have a Dream" by Martin Luther King, Jr., interview a community member, and establish their own views on the American dream and present the information in an essay and a speech.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		349736 349738 349790	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: "On the Subjection of Women" by John Stuart Mill Lesson: "My Own Story" by Emmeline Pankhurst Lesson: "An Appeal Against Suffrage" by Mrs. Humphrys et al. Second semester Students read the texts related to suffrage and answer comprehension questions related to audience, purpose, and rhetoric. English IV B U6: Time and Eternity • Speech: "We Choose to Go to the Moon" by President Kennedy Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas. Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester Students choose from different videos or written lectures on Macbeth. They note the speaker's point of view and intended audience, use of	120222 117827 120735	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text. Eng IV B: Unit 6 Assignment: We Choose (to Go to the Moon) Second semester After reading, listening, and watching the speech, students write an objective summary explaining the purpose and main ideas in the speech, also describing Kennedy's condensed version of human history and its effect on the listener. Eng IV B: Unit 4: *Macbeth* Essay Questions Second semester Students write a short comparison/contrast answer in which they discuss the differences in style and tone between a college lecture on Macbeth and education videos made for high
Cluster 2: Presentation of Knowledge and Ideas						
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions Students review their work over the course of the unit, including their interviews and research. They create a multi-media project that persuades the audience that the American Dream has or has not changed since the 1960s.	117694 120222	Eng III A: Unit 1 Paper: The American Dream Persuasive Essay and Speech First semester Students submit a word document with the speech, a graphic organizer, and an audio file that has a recording of the student's voice reading the speech aloud. The 6+1 rubric is adapted to include oral presentation criteria, as well as graphic organizer presentation. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		349836	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedom and Rights Multimedia Presentation Instructions Second semester In a text-based lesson, students identify and understand the requirements for a multimedia presentation.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)		344100	Eng IV B: Unit 5: Life and Death Lesson: Speeches About Living and Dying Lesson: Eulogies Second semester Students read two inspiring commencement speeches and examples of eulogies. Students consider elements of effective speeches. Students use an oral assignment rubric to evaluate their own speech before submitting it in both written and audio form.	117818	Eng IV B: Unit 5 Project: Developing a Eulogy, Speech, or Commencement Address Second semester Students choose to do either a commencement speech or a eulogy. The oral assignment rubric evaluates the students on oral elements such as effective use of pause, pitch, and fluency, as well as written criteria such as ideas and organization. The speech is a graded, formative assessment with teacher feedback via feedback.
Strand: Language Standards 11-12						
Cluster 1: Conventions of Standard English						
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.1112.L.1.1.a		Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper

LACC.1112.L.1.1.b		Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
LACC.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.1112.L.1.2.a		Observe hyphenation conventions.	343800	Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *The War of the Worlds* First semester In a text-based lesson, student observe the use of hypenation by examining an article and *The War of the Worlds* radio broadcast.	117695	Eng IIIA: Unit 2 Test: Foundations of the American Dream First semester In a multiple-choice summative assessment, students answer questions related to hyphenation.
LACC.1112.L.1.2.b		Spell correctly.	343963 343964 343970 343971	Throughout English III and IV, students are required to spell correctly on all assignments. In each formative paper assessment, students follow the writing process. The final step is revision which includes proofreading for spelling, grammar, and punctuation errors. Some examples include: Second semester Eng IIIB: Unit 4: Independent Research Project Lesson: Revising and Editing Lesson: What Does Revising Look Like? Lesson: Proofreading Lesson: Proofreading Your Research Report	117747	Throughout English III and IV, students are required to spell correctly on all assessments. In each formative paper assessment, students must follow spelling conventions in the final, published product. One example that correlates with the lessons: Second semester Eng IIIB: Unit 4 Project: Independent Research Project Portfolio
Cluster 2: Knowledge of Language						

LACC.1112.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.1112.L.2.3.a		Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
Vocabulary Acquisition and Use						
LACC.1112.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.					
LACC.1112.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343770 343774	Eng III A: Unit 1: The American Dream Lesson: Context Clues Video: Reading: Context Clues First semester Students receive explicit instruction and gain practice in using different types of context clues to read for comprehension of difficult or unfamiliar words.	117684 117755 117764 117784	Eng III A: Unit 1 Required Chat: "I Have a Dream" Context Clues First semester Students explain in a paragraph how they used context clues in order to figure out the meanings of two difficult words in the first two paragraphs of "I Have a Dream" They discuss this with a teacher. English IV A U2 Vocabulary Check: Using Context Clues I English IV A U3 Vocabulary Check: Using Context Clues II English IV A U4: Vocabulary Check: Using Context Clues III First semester Students take objective quizzes that check their skills in using context clues.

LACC.1112.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	344052	Eng IV A: Unit 4: War and Peace Lesson: Translating Root Words Instructions First semester By adding different affixes to root words, students create new forms of words. Students keep their work on a worksheet.	117768	Eng IV A: Unit 3 Vocabulary Check: Greek and Latin Roots Vocabulary Check: Translating Root Words First semester Students answer multiple choice questions to show understanding of Latin and Greek roots and words derivations.
LACC.1112.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: A Closer Examination of the Declaration of Independence First semester As students complete their close reading assignment, they use different strategies to determine word meaning. Dictionary Reference is one of the methods used.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	343984 344007 344047	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Vocabulary: Using Context Clues I Eng IV A U3: Order and Chaos Lesson: Vocabulary: Using Context Clues II Eng IV A U4: War and Peace Lesson: Vocabulary: Using Context Clues III First semester After students guess the meaning of a word based on its context, they consult dictionary.com to verify the meaning of the word. Students fill out a worksheet as they work through the list and use it on the quiz	117755 117764 117784	Eng IV A: Unit 2 Vocabulary Check: Using Context Clues I Eng IV A: Unit 3 Vocabulary Check: Using Context Clues II Eng IV A: Unit 4: Vocabulary Check: Using Context Clues III First semester Students take multiple choice quizzes that check their skills in using context clues.
LACC.1112.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.1112.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343865 343985	Eng III A: Unit 5: Poetry in America Lesson: Kant Get Enough of Figurative Language First semester Students watch a multi-media presentation to receive explicit instruction and review in the types and examples of figurative language. Eng III B: Unit 5: The Modern American Dream Lesson: Elements of Poetry Second semester Students review figurative language as one part of the lesson on the elements of poetry.	117753	Eng III B: Unit 5 Assignment: Elements of Poetry Second semester In a multiple choice assignment, students demonstrate understanding of figurative language, among other poetic elements
LACC.1112.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	344053	Eng IV A: U4: War and Peace Lesson: From a 'B' to an 'A' First semester In a lesson on improving the essay through revision, students receive explicit instruction about how to revise their word choice so that their words are stronger or more interesting. Particular attention is called to words that have similar denotations but different connotations.	117773	Eng IV A: Unit 4 Test: War and Peace First semester In a multiple choice summative assessment, students analyze words and similar denotations.
LACC.1112.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.		English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.

Documentation of Alignment

Advanced Academics English III A/B
(Course ID: 1001370)
ELA Common Core State Standards (Grades 11-12)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		349749	Eng III B: Unit 2: Drama and the American Dream Lesson: "Trifles" by Susan Glaspell Second semester In a text-based lesson with practice exercises, students find passages in the play to support different themes. Students examine the play for clues as to what happened. Students use text to support their inferences and conclusions about the plot.	117771	Eng IV A: Unit 3 Paper: Analyzing Passages from King Lear First semester In a graded, formative assessment, for each scene read in King Lear, students choose one passage to examine how it contributes to the scene or play.
LACC.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester In a text-based lesson with practice exercise, students trace the development of two themes in *Macbeth* by finding quotes from the play which illustrate those themes in acts throughout the play.	120727	Eng IV B: Unit 4 Test: *Macbeth:* Essay Questions Second semester In a graded, summative assessment, students answer essay questions based on literary elements from the play. One question asks them to state a theme and give evidence from the play using textual support.
LACC.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		343778 343779 343780	Eng III A: Unit 1: The American Dream Lesson: The Basic Elements of Plot Lesson: Main Idea and Theme Lesson: The Threads of Theme Viewpoint in Fiction First semester Unit 1 includes lessons that review students over structural elements of fiction, such as plot, setting, character, and theme. Students practice analyzing the structural elements of both fiction and nonfiction.	117716	Eng III A: Unit 6 Activity: Poe and Sensory Language First semester In a graded, formative assessment, students analyze three Poe quotes from three different works and explain how the sensory words effect the reader and passage.
Cluster 2: Craft and Structure						

LACC.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		343767 343768 343769 343770 343774	Eng III A: Unit 1: The American Dream Lesson: Rhetoric Lesson: Analyzing Speeches Lesson: Searching for Change Lesson: Context Clues Video: Reading – Context Clues First semester Students are guided through a series of lessons in print and video that show how authors use specific words and phrases to persuade readers and listeners and to create effects and establish connections. Students are given practice in finding meaning through connotation, figurative language, rhetorical strategies, and context clues.	117684	Eng III A: Unit 1 Activity: "I Have a Dream" Context Clues First semester In a graded, formative assessment, students write a paragraph about two of the difficult words from the first two paragraphs in the "I Have a Dream" speech and describe their thought processes for using context clues in those paragraphs to figure out the meanings of the words.
LACC.1112.RL.2.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		343989 343991	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Literary Elements Grab Bag: Point of View, Frame Narrative, Satire Lesson: Reading Sir Thomas More's Utopia First semester Lessons are presented in various formats including multi-media over literary elements. Students practice determining the author's choices concerning the structure of a literary work. Students read Utopia by Thomas More and consider how More used the frame story and point of view to protect himself from the King's scrutiny.	117756	Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.RL.2.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		344065 344067 344069	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading: "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" Lesson: Outlining a Satirical Argument First semester Students read Jonathan Swift's "A Modest Proposal" after being reviewed on the concepts of satire and irony. They fill out a graphic organizer that helps them understand Swift's purpose and point of view.	117792	Eng IV A: Unit 5 Activity: Outlining a Satirical Argument First semester In a graded, formative assessment, students practice writing their own satire by identifying an actual problem and then proposing their own satirical solutions to it. They also explain what their real solution would be.
Cluster 3: Integration of Knowledge and Ideas						

LACC.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester After reading the play, students watch PBS Great Performances film version. Students fill out a viewing guide in which they answer questions about the film adaptation and their reaction to choices the director made.	120727	Eng IV B: Unit 4: *Macbeth* Required Chat Second semester Students contact teacher in chat or by phone for a required chat about their viewing experience of the PBS Great Performances film adaptation of Macbeth. Students evaluate the film version and discuss their reactions to the interpretation.
LACC.1112.RL.3.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		343786 343788 343793 343794 343795 343796	Eng III A: Unit 2: Early America Lesson: Native America Lesson: Religion and Faith Lesson: Anne Bradstreet Lesson: Jonathan Edwards Lesson: Portrait of American Colonialism Lesson: Thomas Paine and Common Sense First semester Students read legends from the Iroquois and analyze common themes. Students are given samples of Early American literature, from Native American myths and speeches to poems and sermons about religion. They read examples of Puritan and Colonial thought and notice common threads and also differences.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.1112.RL.4.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently		343857 343858 343866 343868 343869 343871 344020 344021	English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 3: *The Scarlet Letter* First semester Students read this grade-level text independently. The entire unit takes students through *The Scarlet Letter* , providing explicit lessons on historical context and literary elements. Many video lessons are included. Eng III A: Unit 5: Poetry in America Lesson: Henry David Thoreau and "Walden Pond" Lesson: The Poetry of Walt Whitman Lesson: Lyric Poetry Lesson: Narrative Poetry Lesson: The Romantic American Identity Lesson: Emily Dickinson's Poetry First semester Students read independently, discuss, and write about 19th and early 20th century American poetry. Explicit instruction and reviews in poetry	120530 117717 117771	Eng III A: Unit 3 Required Chat: Modern Day Scarlet Letter First semester In a graded discussion thread, students chat with a teacher about ideas relating to ostracism, forgiveness, and redemption. Eng III A: Unit 6 Paper: Biography Synthesis Writing Assignment First semester In a graded writing product, students research either Hawthorne or Poe and read several of their works. Students produce a biographical synthesis essay which combines the research about the life of the author with his works. Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear* First semester For each scene read in *King Lear* , students choose one passage to examine. That passage should be significant to that particular scene as well as to the larger play. Students will quote the passage, identify who is speaking and to whom, then analyze the passage by exploring its significance to and impact on the overall story.
Strand: Reading Standards for Informational Text 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		344065 344067	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" First semester In a text-based lesson, students read the satirical essay and analyze the indications of satire while determining through inference the true purpose of the essay.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
LACC.1112.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		344112	Eng IV B: Unit 6: Time and Eternity Lesson: "We Choose to Go to the Moon" by President Kennedy Second semester Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		343795 343796	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of American Colonialism (1740 – 1820) Lesson: Thomas Paine and *Common Sense* First semester Students read about Colonial America and study the text of *Common Sense* by Thomas Paine. They analyze the ideas in the text and then compare those ideas to the ideas from Puritan America.	117698	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620-1820) First semester After studying both Puritan America and Colonial America, students write an essay that states their understanding of the relationship among religion, faith, belief, and the American Dream from the 1600s to the early 1800s. They use research to provide textual support from primary documents and cite their sources.
Cluster 2: Craft and Structure						
LACC.1112.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		343809 343810 343811 343812	Eng III A: Unit 2: Foundations of the American Dream Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.RI.2.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		344013	Eng III B: Unit 6: The Postmodern Dream Lesson: César Chávez and "Commonwealth Club Address" Second semester As students read the speech by Cesar Chavez, they consider ways that the speeches of Chavez are similar to those of Dr. King. They find the main argument and look for supporting details. They notice rhetorical devices and imagery. They determine how the elements of the speech work together to engage the audience and convince.	117765	Eng III B: Unit 6 Assignment: King and Chávez Students answer objective, multiple choice questions on a quiz that determines their understanding of different writings by King and Chávez.

LACC.1112.RI.2.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		344078	Eng IV A: Unit 5: Poverty and Wealth Lesson: Speech: "Every Man a King" by Huey Long First semester Students conduct a web quest for information before reading the speech. As students read the speech, they fill out a worksheet that leads students to a better understanding of the context in which the speech was given. Students establish the main ideas and the purpose of the speech, as well as political factors that shaped the speaker's point of view.	117787	Eng IV A: Unit 5 Test: Poverty and Wealth Students answer objective, multiple choice questions to demonstrate understanding of the unit's content.
Cluster 3: Integration of Knowledge and Ideas						
LACC.1112.RI.3.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		343952 343955	Eng III B: Unit 4: Independent Research Project Lesson: Independent Project Unit Portfolio: Beginning Your Research Lesson: Reevaluating Your Research Topic Before Starting to Write Second semester The entire unit is a process for producing a research paper. In this lesson, students find information about their topic. They are directed to have at least two primary sources and four secondary sources of information: two or more books or articles found in a library and two or more internet sources. Students take notes on cards. Students then evaluate their information in order to find any weakness or gaps in their research.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		343786 343796 344024 344027	Eng III A: Unit 2: Foundations of the American Dream Lesson: Native America First semester In a text-based lesson, students analyze Red Jacket's speech and the Iroquois Constitution, drawing conclusions about the effect of the Constitution on Red Jacket's speech. Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense First semester In a text-based lesson, students analyze the arguments in "Common Sense." Eng III B: Unit 6: The Postmodern Dream Lesson: Equality and Integrity of Dreams "Letter from a Birmingham Jail" by King Lesson: The American Creed "Statement on Brown v. Board of Education" by Chief Justice Earl Warren Second semester In a text-based lesson, students evaluate the reasoning in King's "Letter from a Birmingham Jail" and find evidence in the letter of logos,	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.RI.3.9	Analyze seventeenth-, eighteenth-century, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		343796 343809 343810 343811 343812 349789	Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson. Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedoms and Rights in the U.S. Second semester In this text-based lesson with practice exercises, students compare The Declaration of Independence to the Declaration of Sentiments by Elizabeth Cady Stanton. They also read the Bill of Rights and how the 15th and 19th Amendments laid the groundwork for voting.	117701 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.1112.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.			English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 1: The American Dream "I Have a Dream" by Martin Luther King, Jr. President Obama's President-Elect Acceptance Speech Eng III B: Unit 6: The Postmodern Dream "He Showed Us the Way" by César Chávez "The Commonwealth Club Address" by César Chávez "Mother Tongue" by Amy Tan Eng IVA: Unit 5: Poverty and Wealth "A Modest Proposal" by Jonathan Swift "Every Man a King" by Huey Long "Why are Beggars Despised" by George Orwell Eng IVB: Unit 4: Life and Death "Find What You Love" by Steve Jobs "The Last Lecture" by Dr. Randy Pausch "The Big Fella Upstairs" by Margaret Thatcher	117769 117796 117818	Eng III B: Unit 6 Assignment: Angelou and Tan Second semester Students answer graded multiple choice questions over the writings of Maya Angelou and Amy Tan. Eng IV A: Unit 5 Vocabulary Check: "Why are Beggars Despised"? First semester Students answer graded multiple choice questions that determine their understanding of Orwell's vocabulary. Eng IV B: Unit 4 Project: Write a Commencement Address or Eulogy Using the models of the speeches by Jobs, Pausch, and Thatcher, students plan, write, and deliver either a commencement speech or a eulogy.
Strand: Writing Standards 11-12						
Cluster 1: Text Types and Purposes						
LACC.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.1112.W.1.1.a		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	350483 344009	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases. Eng III B: Unit 6: The Postmodern Dream Lesson: Martin Luther King Had a Dream Second semester In a text-based lesson including an analysis of the speech, students identify argumentative elements such as claims, counterclaims, evidence, organization, and audience.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.

LACC.1112.W.1.1.b		Develop claim(s) and counterclaims fairly and throroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.c		Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war.

LACC.1112.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
LACC.1112.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Research Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.1.2.b		Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.c		Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.d		Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
LACC.1112.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.

LACC.1112.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
Cluster 2: Production and Distribution of Writing						

LACC.1112.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			Throughout Eng III and Eng IV 6+1 Traits of Writing™ Rubrics Students receive text-based instruction prior to each project or essay discussing topic, organization, grammar and mechanics, etc.	117697 117756	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought. Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		343972	Eng III B: Unit 4: Independent Research Project Lesson: Publishing Your Writing Second semester Through text-based instruction, students learn how to publish their writing or multimedia projects.	120457 117801	Eng III B: Unit 6 Project: Designing a Web Page Second semester Students design a web page based on their research into ethical issues of Internet usage. Eng IV A: Unit 5 Project: Your Newspaper First semester In a graded, summative assessment, students are encouraged to publish their newspaper which contains two advertisements, one satirical essay, one opinion piece, and three articles about local, national, and international events. Throughout English III and IV students participate in discussion threads and required chats and update writing products based on feedback.
Cluster 3: Research to Build and Present Knowledge						
LACC.1112.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		343801 343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III A: Unit 2: Early America [short research project] The War of the Worlds (1938) First semester After reading War of the Worlds, students research the time period and make connections between historical events and the panic of the broadcast. Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	120643 117747	Eng III A: Unit 2: Required Chat: The Language of Hysteria First semester In a graded chat with a teacher, students research two different time periods and discuss how historical times impacted The Salem Witch Trials and The War of the Worlds. Eng III B: Unit 4 Project: Independent Research Project Portfolio Second semester In a multi-step graded research project, students complete a research paper.

LACC.1112.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117811 120222	Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.1112.W.3.9.a		Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	343797 343838	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of Religion and Beliefs in America (1620 – 1820) Instructions First semester Students study the writings of Thomas Paine, Anne Bradstreet, and other Early American authors. They do internet research to find primary documents. Eng III A: Unit 3: *The Scarlet Letter* Lesson: Understanding Fictional Characters First semester Students get explicit instruction on the importance of character in fiction. Topics covered are character types and categories, including literary terminology such as protagonist and foil.	117698 117705	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620 – 1820) First semester Students choose from two questions to answer, create a thesis statement to support with examples from quotes taken from writings of Early America and from primary source documents found on the internet. Eng III A: Unit 3 Activity: Character Analysis in *The Scarlet Letter* First semester Students choose one of the characters in The Scarlet Letter to analyze. They discuss appearance, strengths, feelings, needs, thoughts, manner of speech, values and wants, and the reactions of others to the character.

LACC.1112.W.3.9.b		Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").	343811 343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701 117811 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the
Cluster 4: Range of Writing						
LACC.1112.W.4.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Students write for a variety of purposes throughout English III and IV. Two units are listed below that contain various writing requirements: Eng III B: Unit 4: Independent Research Project Throughout unit Eng IV A: Unit 4: War and Peace Throughout unit		Students write for a variety of purposes throughout English III and IV. Below are some examples of assessments: Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear*
Strand: Speaking and Listening Standards 11-12						
Cluster 1: Comprehension and Collaboration						
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					

LACC.1112.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat with a teacher, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher.
LACC.1112.SL.1.1.b		Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	349333	Eng III and Eng IV: Beginning of Course Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	117836	Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.1.c		Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	117718 117836	Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts. Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.

LACC.1112.SL.1.1.d		Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730 117718	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher. Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions First semester Students read "I Have a Dream" by Martin Luther King, Jr., interview a community member, and establish their own views on the American dream and present the information in an essay and a speech.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		349736 349738 349790	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: "On the Subjection of Women" by John Stuart Mill Lesson: "My Own Story" by Emmeline Pankhurst Lesson: "An Appeal Against Suffrage" by Mrs. Humphrys et al. Second semester Students read the texts related to suffrage and answer comprehension questions related to audience, purpose, and rhetoric. English IV B U6: Time and Eternity • Speech: "We Choose to Go to the Moon" by President Kennedy Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas. Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester Students choose from different videos or written lectures on Macbeth. They note the speaker's point of view and intended audience,	120222 117827 120735	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text. Eng IV B: Unit 6 Assignment: We Choose (to Go to the Moon) Second semester After reading, listening, and watching the speech, students write an objective summary explaining the purpose and main ideas in the speech, also describing Kennedy's condensed version of human history and its effect on the listener. Eng IV B: Unit 4: *Macbeth* Essay Questions Second semester Students write a short comparison/contrast answer in which they discuss the differences in
Cluster 2: Presentation of Knowledge and Ideas						
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions Students review their work over the course of the unit, including their interviews and research. They create a multi-media project that persuades the audience that the American Dream has or has not changed since the 1960s.	117694 120222	Eng III A: Unit 1 Paper: The American Dream Persuasive Essay and Speech First semester Students submit a word document with the speech, a graphic organizer, and an audio file that has a recording of the student's voice reading the speech aloud. The 6+1 rubric is adapted to include oral presentation criteria, as well as graphic organizer presentation. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		349836	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedom and Rights Multimedia Presentation Instructions Second semester In a text-based lesson, students identify and understand the requirements for a multimedia presentation.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)		344100	Eng IV B: Unit 5: Life and Death Lesson: Speeches About Living and Dying Lesson: Eulogies Second semester Students read two inspiring commencement speeches and examples of eulogies. Students consider elements of effective speeches. Students use an oral assignment rubric to evaluate their own speech before submitting it in both written and audio form.	117818	Eng IV B: Unit 5 Project: Developing a Eulogy, Speech, or Commencement Address Second semester Students choose to do either a commencement speech or a eulogy. The oral assignment rubric evaluates the students on oral elements such as effective use of pause, pitch, and fluency, as well as written criteria such as ideas and organization. The speech is a graded, formative assessment with teacher feedback via feedback.
Strand: Language Standards 11-12						
Cluster 1: Conventions of Standard English						
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.1112.L.1.1.a		Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper

LACC.1112.L.1.1.b		Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
LACC.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.1112.L.1.2.a		Observe hyphenation conventions.	343800	Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *The War of the Worlds* First semester In a text-based lesson, student observe the use of hypenation by examining an article and *The War of the Worlds* radio broadcast.	117695	Eng IIIA: Unit 2 Test: Foundations of the American Dream First semester In a multiple-choice summative assessment, students answer questions related to hyphenation.
LACC.1112.L.1.2.b		Spell correctly.	343963 343964 343970 343971	Throughout English III and IV, students are required to spell correctly on all assignments. In each formative paper assessment, students follow the writing process. The final step is revision which includes proofreading for spelling, grammar, and punctuation errors. Some examples include: Second semester Eng IIIB: Unit 4: Independent Research Project Lesson: Revising and Editing Lesson: What Does Revising Look Like? Lesson: Proofreading Lesson: Proofreading Your Research Report	117747	Throughout English III and IV, students are required to spell correctly on all assessments. In each formative paper assessment, students must follow spelling conventions in the final, published product. One example that correlates with the lessons: Second semester Eng IIIB: Unit 4 Project: Independent Research Project Portfolio
Cluster 2: Knowledge of Language						

LACC.1112.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.1112.L.2.3.a		Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
Vocabulary Acquisition and Use						
LACC.1112.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.					
LACC.1112.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343770 343774	Eng III A: Unit 1: The American Dream Lesson: Context Clues Video: Reading: Context Clues First semester Students receive explicit instruction and gain practice in using different types of context clues to read for comprehension of difficult or unfamiliar words.	117684 117755 117764 117784	Eng III A: Unit 1 Required Chat: "I Have a Dream" Context Clues First semester Students explain in a paragraph how they used context clues in order to figure out the meanings of two difficult words in the first two paragraphs of "I Have a Dream" They discuss this with a teacher. English IV A U2 Vocabulary Check: Using Context Clues I English IV A U3 Vocabulary Check: Using Context Clues II English IV A U4: Vocabulary Check: Using Context Clues III First semester Students take objective quizzes that check their skills in using context clues.

LACC.1112.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	344052	Eng IV A: Unit 4: War and Peace Lesson: Translating Root Words Instructions First semester By adding different affixes to root words, students create new forms of words. Students keep their work on a worksheet.	117768	Eng IV A: Unit 3 Vocabulary Check: Greek and Latin Roots Vocabulary Check: Translating Root Words First semester Students answer multiple choice questions to show understanding of Latin and Greek roots and words derivations.
LACC.1112.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: A Closer Examination of the Declaration of Independence First semester As students complete their close reading assignment, they use different strategies to determine word meaning. Dictionary Reference is one of the methods used.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	343984 344007 344047	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Vocabulary: Using Context Clues I Eng IV A U3: Order and Chaos Lesson: Vocabulary: Using Context Clues II Eng IV A U4: War and Peace Lesson: Vocabulary: Using Context Clues III First semester After students guess the meaning of a word based on its context, they consult dictionary.com to verify the meaning of the word. Students fill out a worksheet as they work through the list and use it on the quiz	117755 117764 117784	Eng IV A: Unit 2 Vocabulary Check: Using Context Clues I Eng IV A: Unit 3 Vocabulary Check: Using Context Clues II Eng IV A: Unit 4: Vocabulary Check: Using Context Clues III First semester Students take multiple choice quizzes that check their skills in using context clues.
LACC.1112.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.1112.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343865 343985	Eng III A: Unit 5: Poetry in America Lesson: Kant Get Enough of Figurative Language First semester Students watch a multi-media presentation to receive explicit instruction and review in the types and examples of figurative language. Eng III B: Unit 5: The Modern American Dream Lesson: Elements of Poetry Second semester Students review figurative language as one part of the lesson on the elements of poetry.	117753	Eng III B: Unit 5 Assignment: Elements of Poetry Second semester In a multiple choice assignment, students demonstrate understanding of figurative language, among other poetic elements
LACC.1112.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	344053	Eng IV A: U4: War and Peace Lesson: From a 'B' to an 'A' First semester In a lesson on improving the essay through revision, students receive explicit instruction about how to revise their word choice so that their words are stronger or more interesting. Particular attention is called to words that have similar denotations but different connotations.	117773	Eng IV A: Unit 4 Test: War and Peace First semester In a multiple choice summative assessment, students analyze words and similar denotations.
LACC.1112.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.		English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.

Documentation of Alignment

Advanced Academics English IV A/B
(Course ID: 1001400)
ELA Common Core State Standards (Grades 11-12)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		349749	Eng III B: Unit 2: Drama and the American Dream Lesson: "Trifles" by Susan Glaspell Second semester In a text-based lesson with practice exercises, students find passages in the play to support different themes. Students examine the play for clues as to what happened. Students use text to support their inferences and conclusions about the plot.	117771	Eng IV A: Unit 3 Paper: Analyzing Passages from King Lear First semester In a graded, formative assessment, for each scene read in King Lear, students choose one passage to examine how it contributes to the scene or play.
LACC.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester In a text-based lesson with practice exercise, students trace the development of two themes in *Macbeth* by finding quotes from the play which illustrate those themes in acts throughout the play.	120727	Eng IV B: Unit 4 Test: *Macbeth:* Essay Questions Second semester In a graded, summative assessment, students answer essay questions based on literary elements from the play. One question asks them to state a theme and give evidence from the play using textual support.
LACC.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		343778 343779 343780	Eng III A: Unit 1: The American Dream Lesson: The Basic Elements of Plot Lesson: Main Idea and Theme Lesson: The Threads of Theme Viewpoint in Fiction First semester Unit 1 includes lessons that review students over structural elements of fiction, such as plot, setting, character, and theme. Students practice analyzing the structural elements of both fiction and nonfiction.	117716	Eng III A: Unit 6 Activity: Poe and Sensory Language First semester In a graded, formative assessment, students analyze three Poe quotes from three different works and explain how the sensory words effect the reader and passage.
Cluster 2: Craft and Structure						
LACC.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		343767 343768 343769 343770 343774	Eng III A: Unit 1: The American Dream Lesson: Rhetoric Lesson: Analyzing Speeches Lesson: Searching for Change Lesson: Context Clues Video: Reading – Context Clues First semester Students are guided through a series of lessons in print and video that show how authors use specific words and phrases to persuade readers and listeners and to create effects and establish connections. Students are given practice in finding meaning through connotation, figurative language, rhetorical strategies, and context clues.	117684	Eng III A: Unit 1 Activity: "I Have a Dream" Context Clues First semester In a graded, formative assessment, students write a paragraph about two of the difficult words from the first two paragraphs in the "I Have a Dream" speech and describe their thought processes for using context clues in those paragraphs to figure out the meanings of the words.
LACC.1112.RL.2.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		343989 343991	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Literary Elements Grab Bag: Point of View, Frame Narrative, Satire Lesson: Reading Sir Thomas More's Utopia First semester Lessons are presented in various formats including multi-media over literary elements. Students practice determining the author's choices concerning the structure of a literary work. Students read Utopia by Thomas More and consider how More used the frame story and point of view to protect himself from the King's scrutiny.	117756	Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.RL.2.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		344065 344067 344069	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading: "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" Lesson: Outlining a Satirical Argument First semester Students read Jonathan Swift's "A Modest Proposal" after being reviewed on the concepts of satire and irony. They fill out a graphic organizer that helps them understand Swift's purpose and point of view.	117792	Eng IV A: Unit 5 Activity: Outlining a Satirical Argument First semester In a graded, formative assessment, students practice writing their own satire by identifying an actual problem and then proposing their own satirical solutions to it. They also explain what their real solution would be.
Cluster 3: Integration of Knowledge and Ideas						

LACC.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester After reading the play, students watch PBS Great Performances film version. Students fill out a viewing guide in which they answer questions about the film adaptation and their reaction to choices the director made.	120727	Eng IV B: Unit 4: *Macbeth* Required Chat Second semester Students contact teacher in chat or by phone for a required chat about their viewing experience of the PBS Great Performances film adaptation of Macbeth. Students evaluate the film version and discuss their reactions to the interpretation.
LACC.1112.RL.3.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		343786 343788 343793 343794 343795 343796	Eng III A: Unit 2: Early America Lesson: Native America Lesson: Religion and Faith Lesson: Anne Bradstreet Lesson: Jonathan Edwards Lesson: Portrait of American Colonialism Lesson: Thomas Paine and Common Sense First semester Students read legends from the Iroquois and analyze common themes. Students are given samples of Early American literature, from Native American myths and speeches to poems and sermons about religion. They read examples of Puritan and Colonial thought and notice common threads and also differences.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.1112.RL.4.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently		343857 343858 343866 343868 343869 343871 344020 344021	English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 3: *The Scarlet Letter* First semester Students read this grade-level text independently. The entire unit takes students through *The Scarlet Letter* , providing explicit lessons on historical context and literary elements. Many video lessons are included. Eng III A: Unit 5: Poetry in America Lesson: Henry David Thoreau and "Walden Pond" Lesson: The Poetry of Walt Whitman Lesson: Lyric Poetry Lesson: Narrative Poetry Lesson: The Romantic American Identity Lesson: Emily Dickinson's Poetry First semester Students read independently, discuss, and write about 19th and early 20th century American poetry. Explicit instruction and	120530 117717 117771	Eng III A: Unit 3 Required Chat: Modern Day Scarlet Letter First semester In a graded discussion thread, students chat with a teacher about ideas relating to ostracism, forgiveness, and redemption. Eng III A: Unit 6 Paper: Biography Synthesis Writing Assignment First semester In a graded writing product, students research either Hawthorne or Poe and read several of their works. Students produce a biographical synthesis essay which combines the research about the life of the author with his works. Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear* First semester For each scene read in *King Lear* , students choose one passage to examine. That passage should be significant to that particular scene as well as to the larger play. Students will quote the passage, identify who is speaking and to whom, then analyze the passage by exploring its significance to and impact on the
Strand: Reading Standards for Informational Text 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		344065 344067	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" First semester In a text-based lesson, students read the satirical essay and analyze the indications of satire while determining through inference the true purpose of the essay.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
LACC.1112.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		344112	Eng IV B: Unit 6: Time and Eternity Lesson: "We Choose to Go to the Moon" by President Kennedy Second semester Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		343795 343796	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of American Colonialism (1740 – 1820) Lesson: Thomas Paine and *Common Sense* First semester Students read about Colonial America and study the text of *Common Sense* by Thomas Paine. They analyze the ideas in the text and then compare those ideas to the ideas from Puritan America.	117698	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620-1820) First semester After studying both Puritan America and Colonial America, students write an essay that states their understanding of the relationship among religion, faith, belief, and the American Dream from the 1600s to the early 1800s. They use research to provide textual support from primary documents and cite their sources.
Cluster 2: Craft and Structure						
LACC.1112.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		343809 343810 343811 343812	Eng III A: Unit 2: Foundations of the American Dream Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.RI.2.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		344013	Eng III B: Unit 6: The Postmodern Dream Lesson: César Chávez and "Commonwealth Club Address" Second semester As students read the speech by Cesar Chavez, they consider ways that the speeches of Chavez are similar to those of Dr. King. They find the main argument and look for supporting details. They notice rhetorical devices and imagery. They determine how the elements of the speech work together to engage the audience and convince.	117765	Eng III B: Unit 6 Assignment: King and Chávez Students answer objective, multiple choice questions on a quiz that determines their understanding of different writings by King and Chávez.
LACC.1112.RI.2.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		344078	Eng IV A: Unit 5: Poverty and Wealth Lesson: Speech: "Every Man a King" by Huey Long First semester Students conduct a web quest for information before reading the speech. As students read the speech, they fill out a worksheet that leads students to a better understanding of the context in which the speech was given. Students establish the main ideas and the purpose of the speech, as well as political factors that shaped the speaker's point of view.	117787	Eng IV A: Unit 5 Test: Poverty and Wealth Students answer objective, multiple choice questions to demonstrate understanding of the unit's content.
Cluster 3: Integration of Knowledge and Ideas						
LACC.1112.RI.3.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		343952 343955	Eng III B: Unit 4: Independent Research Project Lesson: Independent Project Unit Portfolio: Beginning Your Research Lesson: Reevaluating Your Research Topic Before Starting to Write Second semester The entire unit is a process for producing a research paper. In this lesson, students find information about their topic. They are directed to have at least two primary sources and four secondary sources of information: two or more books or articles found in a library and two or more internet sources. Students take notes on cards. Students then evaluate their information in order to find any weakness or gaps in their research.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		343786 343796 344024 344027	Eng III A: Unit 2: Foundations of the American Dream Lesson: Native America First semester In a text-based lesson, students analyze Red Jacket's speech and the Iroquois Constitution, drawing conclusions about the effect of the Constitution on Red Jacket's speech. Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense First semester In a text-based lesson, students analyze the arguments in "Common Sense." Eng III B: Unit 6: The Postmodern Dream Lesson: Equality and Integrity of Dreams "Letter from a Birmingham Jail" by King Lesson: The American Creed "Statement on Brown v. Board of Education" by Chief Justice Earl Warren Second semester In a text-based lesson, students evaluate the reasoning in King's "Letter from a Birmingham Jail" and find evidence in the letter of logos,	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.RI.3.9	Analyze seventeenth-, eighteenth-century, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		343796 343809 343810 343811 343812 349789	Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson. Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedoms and Rights in the U.S. Second semester In this text-based lesson with practice exercises, students compare The Declaration of Independence to the Declaration of Sentiments by Elizabeth Cady Stanton. They also read the Bill of Rights and how the 15th and 19th Amendments laid the groundwork	117701 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
Cluster 4: Range of Reading and Level of Text Complexity						
LACC.1112.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.			English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 1: The American Dream "I Have a Dream" by Martin Luther King, Jr. President Obama's President-Elect Acceptance Speech Eng III B: Unit 6: The Postmodern Dream "He Showed Us the Way" by César Chávez "The Commonwealth Club Address" by César Chávez "Mother Tongue" by Amy Tan Eng IVA: Unit 5: Poverty and Wealth "A Modest Proposal" by Jonathan Swift "Every Man a King" by Huey Long "Why are Beggars Despised" by George Orwell Eng IVB: Unit 4: Life and Death "Find What You Love" by Steve Jobs "The Last Lecture" by Dr. Randy Pausch "The Big Fella Upstairs" by Margaret Thatcher	117769 117796 117818	Eng III B: Unit 6 Assignment: Angelou and Tan Second semester Students answer graded multiple choice questions over the writings of Maya Angelou and Amy Tan. Eng IV A: Unit 5 Vocabulary Check: "Why are Beggars Despised"? First semester Students answer graded multiple choice questions that determine their understanding of Orwell's vocabulary. Eng IV B: Unit 4 Project: Write a Commencement Address or Eulogy Using the models of the speeches by Jobs, Pausch, and Thatcher, students plan, write, and deliver either a commencement speech or a eulogy.
Strand: Writing Standards 11-12						
Cluster 1: Text Types and Purposes						
LACC.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.1112.W.1.1.a		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	350483 344009	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases. Eng III B: Unit 6: The Postmodern Dream Lesson: Martin Luther King Had a Dream Second semester In a text-based lesson including an analysis of the speech, students identify argumentative elements such as claims, counterclaims, evidence, organization, and audience.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.

LACC.1112.W.1.1.b		Develop claim(s) and counterclaims fairly and throroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.c		Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war.
LACC.1112.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
LACC.1112.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Research Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.1.2.b		Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.c		Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.d		Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
LACC.1112.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.

LACC.1112.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
Cluster 2: Production and Distribution of Writing						

LACC.1112.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			Throughout Eng III and Eng IV 6+1 Traits of Writing™ Rubrics Students receive text-based instruction prior to each project or essay discussing topic, organization, grammar and mechanics, etc.	117697 117756	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought. Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		343972	Eng III B: Unit 4: Independent Research Project Lesson: Publishing Your Writing Second semester Through text-based instruction, students learn how to publish their writing or multimedia projects.	120457 117801	Eng III B: Unit 6 Project: Designing a Web Page Second semester Students design a web page based on their research into ethical issues of Internet usage. Eng IV A: Unit 5 Project: Your Newspaper First semester In a graded, summative assessment, students are encouraged to publish their newspaper which contains two advertisements, one satirical essay, one opinion piece, and three articles about local, national, and international events. Throughout English III and IV students participate in discussion threads and required chats and update writing products based on feedback.
Cluster 3: Research to Build and Present Knowledge						
LACC.1112.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		343801 343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III A: Unit 2: Early America [short research project] The War of the Worlds (1938) First semester After reading War of the Worlds, students research the time period and make connections between historical events and the panic of the broadcast. Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	120643 117747	Eng III A: Unit 2: Required Chat: The Language of Hysteria First semester In a graded chat with a teacher, students research two different time periods and discuss how historical times impacted The Salem Witch Trials and The War of the Worlds. Eng III B: Unit 4 Project: Independent Research Project Portfolio Second semester In a multi-step graded research project, students complete a research paper.
LACC.1112.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117811 120222	Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.1112.W.3.9.a		Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	343797 343838	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of Religion and Beliefs in America (1620 – 1820) Instructions First semester Students study the writings of Thomas Paine, Anne Bradstreet, and other Early American authors. They do internet research to find primary documents. Eng III A: Unit 3: *The Scarlet Letter* Lesson: Understanding Fictional Characters First semester Students get explicit instruction on the importance of character in fiction. Topics covered are character types and categories, including literary terminology such as protagonist and foil.	117698 117705	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620 – 1820) First semester Students choose from two questions to answer, create a thesis statement to support with examples from quotes taken from writings of Early America and from primary source documents found on the internet. Eng III A: Unit 3 Activity: Character Analysis in *The Scarlet Letter* First semester Students choose one of the characters in The Scarlet Letter to analyze. They discuss appearance, strengths, feelings, needs, thoughts, manner of speech, values and wants, and the reactions of others to the character.

LACC.1112.W.3.9.b		Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").	343811 343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701 117811 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students
Cluster 4: Range of Writing						
LACC.1112.W.4.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Students write for a variety of purposes throughout English III and IV. Two units are listed below that contain various writing requirements: Eng III B: Unit 4: Independent Research Project Throughout unit Eng IV A: Unit 4: War and Peace Throughout unit		Students write for a variety of purposes throughout English III and IV. Below are some examples of assessments: Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear*
Strand: Speaking and Listening Standards 11-12						
Cluster 1: Comprehension and Collaboration						
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					

LACC.1112.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat with a teacher, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher.
LACC.1112.SL.1.1.b		Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	349333	Eng III and Eng IV: Beginning of Course Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	117836	Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.1.c		Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	117718 117836	Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts. Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.

LACC.1112.SL.1.1.d		Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730 117718	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher. Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions First semester Students read "I Have a Dream" by Martin Luther King, Jr., interview a community member, and establish their own views on the American dream and present the information in an essay and a speech.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		349736 349738 349790	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: "On the Subjection of Women" by John Stuart Mill Lesson: "My Own Story" by Emmeline Pankhurst Lesson: "An Appeal Against Suffrage" by Mrs. Humphrys et al. Second semester Students read the texts related to suffrage and answer comprehension questions related to audience, purpose, and rhetoric. English IV B U6: Time and Eternity • Speech: "We Choose to Go to the Moon" by President Kennedy Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas. Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester Students choose from different videos or written lectures on Macbeth. They note the	120222 117827 120735	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text. Eng IV B: Unit 6 Assignment: We Choose (to Go to the Moon) Second semester After reading, listening, and watching the speech, students write an objective summary explaining the purpose and main ideas in the speech, also describing Kennedy's condensed version of human history and its effect on the listener. Eng IV B: Unit 4: *Macbeth* Essay Questions Second semester Students write a short comparison/contrast answer in which they discuss the differences
Cluster 2: Presentation of Knowledge and Ideas						
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions Students review their work over the course of the unit, including their interviews and research. They create a multi-media project that persuades the audience that the American Dream has or has not changed since the 1960s.	117694 120222	Eng III A: Unit 1 Paper: The American Dream Persuasive Essay and Speech First semester Students submit a word document with the speech, a graphic organizer, and an audio file that has a recording of the student's voice reading the speech aloud. The 6+1 rubric is adapted to include oral presentation criteria, as well as graphic organizer presentation. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		349836	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedom and Rights Multimedia Presentation Instructions Second semester In a text-based lesson, students identify and understand the requirements for a multimedia presentation.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)		344100	Eng IV B: Unit 5: Life and Death Lesson: Speeches About Living and Dying Lesson: Eulogies Second semester Students read two inspiring commencement speeches and examples of eulogies. Students consider elements of effective speeches. Students use an oral assignment rubric to evaluate their own speech before submitting it in both written and audio form.	117818	Eng IV B: Unit 5 Project: Developing a Eulogy, Speech, or Commencement Address Second semester Students choose to do either a commencement speech or a eulogy. The oral assignment rubric evaluates the students on oral elements such as effective use of pause, pitch, and fluency, as well as written criteria such as ideas and organization. The speech is a graded, formative assessment with teacher feedback via feedback.
Strand: Language Standards 11-12						
Cluster 1: Conventions of Standard English						
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.1112.L.1.1.a		Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
LACC.1112.L.1.1.b		Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
LACC.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.1112.L.1.2.a		Observe hyphenation conventions.	343800	Eng IIIA: Unit 2: Foundations of the American Dream Lesson: Radio as a "Godlike Presence" First semester In a text-based lesson, student observe the use of hypenation by examining an article and *The War of the Worlds* radio broadcast.	117695	Eng IIIA: Unit 2 Test: Foundations of the American Dream First semester In a multiple-choice summative assessment, students answer questions related to hyphenation.
LACC.1112.L.1.2.b		Spell correctly.	343963 343964 343970 343971	Throughout English III and IV, students are required to spell correctly on all assignments. In each formative paper assessment, students follow the writing process. The final step is revision which includes proofreading for spelling, grammar, and punctuation errors. Some examples include: Second semester Eng IIIB: Unit 4: Independent Research Project Lesson: Revising and Editing Lesson: What Does Revising Look Like? Lesson: Proofreading Lesson: Proofreading Your Research Report	117747	Throughout English III and IV, students are required to spell correctly on all assessments. In each formative paper assessment, students must follow spelling conventions in the final, published product. One example that correlates with the lessons: Second semester Eng IIIB: Unit 4 Project: Independent Research Project Portfolio
Cluster 2: Knowledge of Language						

LACC.1112.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.1112.L.2.3.a		Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
Vocabulary Acquisition and Use						
LACC.1112.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.					
LACC.1112.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343770 343774	Eng III A: Unit 1: The American Dream Lesson: Context Clues Video: Reading: Context Clues First semester Students receive explicit instruction and gain practice in using different types of context clues to read for comprehension of difficult or unfamiliar words.	117684 117755 117764 117784	Eng III A: Unit 1 Required Chat: "I Have a Dream" Context Clues First semester Students explain in a paragraph how they used context clues in order to figure out the meanings of two difficult words in the first two paragraphs of "I Have a Dream" They discuss this with a teacher. English IV A U2 Vocabulary Check: Using Context Clues I English IV A U3 Vocabulary Check: Using Context Clues II English IV A U4: Vocabulary Check: Using Context Clues III First semester Students take objective quizzes that check their skills in using context clues.
LACC.1112.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	344052	Eng IV A: Unit 4: War and Peace Lesson: Translating Root Words Instructions First semester By adding different affixes to root words, students create new forms of words. Students keep their work on a worksheet.	117768	Eng IV A: Unit 3 Vocabulary Check: Greek and Latin Roots Vocabulary Check: Translating Root Words First semester Students answer multiple choice questions to show understanding of Latin and Greek roots and words derivations.
LACC.1112.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: A Closer Examination of the Declaration of Independence First semester As students complete their close reading assignment, they use different strategies to determine word meaning. Dictionary Reference is one of the methods used.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	343984 344007 344047	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Vocabulary: Using Context Clues I Eng IV A U3: Order and Chaos Lesson: Vocabulary: Using Context Clues II Eng IV A U4: War and Peace Lesson: Vocabulary: Using Context Clues III First semester After students guess the meaning of a word based on its context, they consult dictionary.com to verify the meaning of the word. Students fill out a worksheet as they work through the list and use it on the quiz	117755 117764 117784	Eng IV A: Unit 2 Vocabulary Check: Using Context Clues I Eng IV A: Unit 3 Vocabulary Check: Using Context Clues II Eng IV A: Unit 4: Vocabulary Check: Using Context Clues III First semester Students take multiple choice quizzes that check their skills in using context clues.
LACC.1112.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.1112.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343865 343985	Eng III A: Unit 5: Poetry in America Lesson: Kant Get Enough of Figurative Language First semester Students watch a multi-media presentation to receive explicit instruction and review in the types and examples of figurative language. Eng III B: Unit 5: The Modern American Dream Lesson: Elements of Poetry Second semester Students review figurative language as one part of the lesson on the elements of poetry.	117753	Eng III B: Unit 5 Assignment: Elements of Poetry Second semester In a multiple choice assignment, students demonstrate understanding of figurative language, among other poetic elements
LACC.1112.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	344053	Eng IV A: U4: War and Peace Lesson: From a 'B' to an 'A' First semester In a lesson on improving the essay through revision, students receive explicit instruction about how to revise their word choice so that their words are stronger or more interesting. Particular attention is called to words that have similar denotations but different connotations.	117773	Eng IV A: Unit 4 Test: War and Peace First semester In a multiple choice summative assessment, students analyze words and similar denotations.
LACC.1112.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.		English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.

Documentation of Alignment

Advanced Academics English IV A/B
(Course ID: 1001400)
ELA Common Core State Standards (Grades 11-12)

January 2013

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Strand: Reading Standards for Literature 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		349749	Eng III B: Unit 2: Drama and the American Dream Lesson: "Trifles" by Susan Glaspell Second semester In a text-based lesson with practice exercises, students find passages in the play to support different themes. Students examine the play for clues as to what happened. Students use text to support their inferences and conclusions about the plot.	117771	Eng IV A: Unit 3 Paper: Analyzing Passages from King Lear First semester In a graded, formative assessment, for each scene read in King Lear, students choose one passage to examine how it contributes to the scene or play.
LACC.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester In a text-based lesson with practice exercise, students trace the development of two themes in *Macbeth* by finding quotes from the play which illustrate those themes in acts throughout the play.	120727	Eng IV B: Unit 4 Test: *Macbeth:* Essay Questions Second semester In a graded, summative assessment, students answer essay questions based on literary elements from the play. One question asks them to state a theme and give evidence from the play using textual support.
LACC.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		343778 343779 343780	Eng III A: Unit 1: The American Dream Lesson: The Basic Elements of Plot Lesson: Main Idea and Theme Lesson: The Threads of Theme Viewpoint in Fiction First semester Unit 1 includes lessons that review students over structural elements of fiction, such as plot, setting, character, and theme. Students practice analyzing the structural elements of both fiction and nonfiction.	117716	Eng III A: Unit 6 Activity: Poe and Sensory Language First semester In a graded, formative assessment, students analyze three Poe quotes from three different works and explain how the sensory words effect the reader and passage.
Cluster 2: Craft and Structure						

LACC.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		343767 343768 343769 343770 343774	Eng III A: Unit 1: The American Dream Lesson: Rhetoric Lesson: Analyzing Speeches Lesson: Searching for Change Lesson: Context Clues Video: Reading – Context Clues First semester Students are guided through a series of lessons in print and video that show how authors use specific words and phrases to persuade readers and listeners and to create effects and establish connections. Students are given practice in finding meaning through connotation, figurative language, rhetorical strategies, and context clues.	117684	Eng III A: Unit 1 Activity: "I Have a Dream" Context Clues First semester In a graded, formative assessment, students write a paragraph about two of the difficult words from the first two paragraphs in the "I Have a Dream" speech and describe their thought processes for using context clues in those paragraphs to figure out the meanings of the words.
LACC.1112.RL.2.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		343989 343991	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Literary Elements Grab Bag: Point of View, Frame Narrative, Satire Lesson: Reading Sir Thomas More's Utopia First semester Lessons are presented in various formats including multi-media over literary elements. Students practice determining the author's choices concerning the structure of a literary work. Students read Utopia by Thomas More and consider how More used the frame story and point of view to protect himself from the King's scrutiny.	117756	Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.RL.2.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		344065 344067 344069	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading: "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" Lesson: Outlining a Satirical Argument First semester Students read Jonathan Swift's "A Modest Proposal" after being reviewed on the concepts of satire and irony. They fill out a graphic organizer that helps them understand Swift's purpose and point of view.	117792	Eng IV A: Unit 5 Activity: Outlining a Satirical Argument First semester In a graded, formative assessment, students practice writing their own satire by identifying an actual problem and then proposing their own satirical solutions to it. They also explain what their real solution would be.
Cluster 3: Integration of Knowledge and Ideas						

LACC.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		350743	Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester After reading the play, students watch PBS Great Performances film version. Students fill out a viewing guide in which they answer questions about the film adaptation and their reaction to choices the director made.	120727	Eng IV B: Unit 4: *Macbeth* Required Chat Second semester Students contact teacher in chat or by phone for a required chat about their viewing experience of the PBS Great Performances film adaptation of Macbeth. Students evaluate the film version and discuss their reactions to the interpretation.
LACC.1112.RL.3.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		343786 343788 343793 343794 343795 343796	Eng III A: Unit 2: Early America Lesson: Native America Lesson: Religion and Faith Lesson: Anne Bradstreet Lesson: Jonathan Edwards Lesson: Portrait of American Colonialism Lesson: Thomas Paine and Common Sense First semester Students read legends from the Iroquois and analyze common themes. Students are given samples of Early American literature, from Native American myths and speeches to poems and sermons about religion. They read examples of Puritan and Colonial thought and notice common threads and also differences.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.1112.RL.4.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently		343857 343858 343866 343868 343869 343871 344020 344021	English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 3: *The Scarlet Letter* First semester Students read this grade-level text independently. The entire unit takes students through *The Scarlet Letter* , providing explicit lessons on historical context and literary elements. Many video lessons are included. Eng III A: Unit 5: Poetry in America Lesson: Henry David Thoreau and "Walden Pond" Lesson: The Poetry of Walt Whitman Lesson: Lyric Poetry Lesson: Narrative Poetry Lesson: The Romantic American Identity Lesson: Emily Dickinson's Poetry First semester Students read independently, discuss, and write about 19th and early 20th century American poetry. Explicit instruction and reviews in poetry	120530 117717 117771	Eng III A: Unit 3 Required Chat: Modern Day Scarlet Letter First semester In a graded discussion thread, students chat with a teacher about ideas relating to ostracism, forgiveness, and redemption. Eng III A: Unit 6 Paper: Biography Synthesis Writing Assignment First semester In a graded writing product, students research either Hawthorne or Poe and read several of their works. Students produce a biographical synthesis essay which combines the research about the life of the author with his works. Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear* First semester For each scene read in *King Lear* , students choose one passage to examine. That passage should be significant to that particular scene as well as to the larger play. Students will quote the passage, identify who is speaking and to whom, then analyze the passage by exploring its significance to and impact on the overall story.
Strand: Reading Standards for Informational Text 11-12						
Cluster 1: Key Ideas and Details						
LACC.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		344065 344067	Eng IV A: Unit 5: Poverty and Wealth Lesson: Reading "A Modest Proposal" by Jonathan Swift Lesson: Analyzing "A Modest Proposal" First semester In a text-based lesson, students read the satirical essay and analyze the indications of satire while determining through inference the true purpose of the essay.	117697	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought.
LACC.1112.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		344112	Eng IV B: Unit 6: Time and Eternity Lesson: "We Choose to Go to the Moon" by President Kennedy Second semester Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		343795 343796	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of American Colonialism (1740 – 1820) Lesson: Thomas Paine and *Common Sense* First semester Students read about Colonial America and study the text of *Common Sense* by Thomas Paine. They analyze the ideas in the text and then compare those ideas to the ideas from Puritan America.	117698	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620-1820) First semester After studying both Puritan America and Colonial America, students write an essay that states their understanding of the relationship among religion, faith, belief, and the American Dream from the 1600s to the early 1800s. They use research to provide textual support from primary documents and cite their sources.
Cluster 2: Craft and Structure						
LACC.1112.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		343809 343810 343811 343812	Eng III A: Unit 2: Foundations of the American Dream Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.RI.2.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		344013	Eng III B: Unit 6: The Postmodern Dream Lesson: César Chávez and "Commonwealth Club Address" Second semester As students read the speech by Cesar Chavez, they consider ways that the speeches of Chavez are similar to those of Dr. King. They find the main argument and look for supporting details. They notice rhetorical devices and imagery. They determine how the elements of the speech work together to engage the audience and convince.	117765	Eng III B: Unit 6 Assignment: King and Chávez Students answer objective, multiple choice questions on a quiz that determines their understanding of different writings by King and Chávez.

LACC.1112.RI.2.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		344078	Eng IV A: Unit 5: Poverty and Wealth Lesson: Speech: "Every Man a King" by Huey Long First semester Students conduct a web quest for information before reading the speech. As students read the speech, they fill out a worksheet that leads students to a better understanding of the context in which the speech was given. Students establish the main ideas and the purpose of the speech, as well as political factors that shaped the speaker's point of view.	117787	Eng IV A: Unit 5 Test: Poverty and Wealth Students answer objective, multiple choice questions to demonstrate understanding of the unit's content.
Cluster 3: Integration of Knowledge and Ideas						
LACC.1112.RI.3.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		343952 343955	Eng III B: Unit 4: Independent Research Project Lesson: Independent Project Unit Portfolio: Beginning Your Research Lesson: Reevaluating Your Research Topic Before Starting to Write Second semester The entire unit is a process for producing a research paper. In this lesson, students find information about their topic. They are directed to have at least two primary sources and four secondary sources of information: two or more books or articles found in a library and two or more internet sources. Students take notes on cards. Students then evaluate their information in order to find any weakness or gaps in their research.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		343786 343796 344024 344027	Eng III A: Unit 2: Foundations of the American Dream Lesson: Native America First semester In a text-based lesson, students analyze Red Jacket's speech and the Iroquois Constitution, drawing conclusions about the effect of the Constitution on Red Jacket's speech. Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense First semester In a text-based lesson, students analyze the arguments in "Common Sense." Eng III B: Unit 6: The Postmodern Dream Lesson: Equality and Integrity of Dreams "Letter from a Birmingham Jail" by King Lesson: The American Creed "Statement on Brown v. Board of Education" by Chief Justice Earl Warren Second semester In a text-based lesson, students evaluate the reasoning in King's "Letter from a Birmingham Jail" and find evidence in the letter of logos,	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.RI.3.9	Analyze seventeenth-, eighteenth-century, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		343796 343809 343810 343811 343812 349789	Eng III A: Unit 2: Foundations of the American Dream Lesson: Thomas Paine and Common Sense Video: Individualism Leads to Independence Lesson: Thomas Jefferson Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson. Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedoms and Rights in the U.S. Second semester In this text-based lesson with practice exercises, students compare The Declaration of Independence to the Declaration of Sentiments by Elizabeth Cady Stanton. They also read the Bill of Rights and how the 15th and 19th Amendments laid the groundwork for voting.	117701 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
Cluster 4: Range of Reading and Level of Text Complexity						

LACC.1112.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.			English III and English IV includes Self-Selected Reading Requirements Below is a sampling of readings in Advanced Academic's Eng III and IV courses: Eng III A: Unit 1: The American Dream "I Have a Dream" by Martin Luther King, Jr. President Obama's President-Elect Acceptance Speech Eng III B: Unit 6: The Postmodern Dream "He Showed Us the Way" by César Chávez "The Commonwealth Club Address" by César Chávez "Mother Tongue" by Amy Tan Eng IVA: Unit 5: Poverty and Wealth "A Modest Proposal" by Jonathan Swift "Every Man a King" by Huey Long "Why are Beggars Despised" by George Orwell Eng IVB: Unit 4: Life and Death "Find What You Love" by Steve Jobs "The Last Lecture" by Dr. Randy Pausch "The Big Fella Upstairs" by Margaret Thatcher	117769 117796 117818	Eng III B: Unit 6 Assignment: Angelou and Tan Second semester Students answer graded multiple choice questions over the writings of Maya Angelou and Amy Tan. Eng IV A: Unit 5 Vocabulary Check: "Why are Beggars Despised"? First semester Students answer graded multiple choice questions that determine their understanding of Orwell's vocabulary. Eng IV B: Unit 4 Project: Write a Commencement Address or Eulogy Using the models of the speeches by Jobs, Pausch, and Thatcher, students plan, write, and deliver either a commencement speech or a eulogy.
Strand: Writing Standards 11-12						
Cluster 1: Text Types and Purposes						
LACC.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LACC.1112.W.1.1.a		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	350483 344009	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases. Eng III B: Unit 6: The Postmodern Dream Lesson: Martin Luther King Had a Dream Second semester In a text-based lesson including an analysis of the speech, students identify argumentative elements such as claims, counterclaims, evidence, organization, and audience.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.b		Develop claim(s) and counterclaims fairly and throroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.c		Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.1.d		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war.

LACC.1112.W.1.1.e		Provide a concluding statement or section that follows from and supports the argument presented.	350483	Eng IV A: Unit 4: War and Peace Lesson: Writing Process: Argumentative Essay First semester In a text-based lesson with practice exercises and readings, students learn about the structure and requirements of an argumentative essay and practice identifying claims, counterclaims, and biases.	117782 117774	Eng IV A: Unit 4 Paper: Consequences of War First semester In a graded writing product with rubric feedback from a teacher, students use the writing process to produce an essay that argues the consequences of war. Eng III B: Unit 6 Activity: Teens and Technology Second semester In a graded writing product with rubric feedback from a teacher, students read an article, complete an argument analysis worksheet, and create an argumentative email in response to the article. Students make claims, provide evidence, provide a counterclaim, and offer a rebuttal.
LACC.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
LACC.1112.W.1.2.a		Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Research Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.b		Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.c		Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.d		Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.1.2.e		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.2.f		Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.
LACC.1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
LACC.1112.W.1.3.a		Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.b		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.c		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.d		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
LACC.1112.W.1.3.e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	343852	Eng III A: Unit 4: Freedom in America Lesson: Tenacity in Tribulation Narrative Essay Instructions First semester Students write a personal narrative in which they recall a time in their lives when they had to show strength or courage in the face of trouble. They receive explicit instruction in methods of establishing a scene and gaining reader attention.	117710	Eng III A: Unit 4 Paper: Tenacity and Tribulation Narrative Essay First semester In a graded writing product with rubric feedback from a teacher, students write a narrative essay which includes characters, dialogue, pacing, plot, sequence, tone, and figurative language.
Cluster 2: Production and Distribution of Writing						

LACC.1112.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			Throughout Eng III and Eng IV 6+1 Traits of Writing™ Rubrics Students receive text-based instruction prior to each project or essay discussing topic, organization, grammar and mechanics, etc.	117697 117756	Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay First semester In a graded writing product with rubric feedback from a teacher, students write an essay in which they find evidence of Puritan beliefs in the sermon by Jonathan Edwards. Students quote from the sermon to illustrate examples of Puritan thought. Eng IV A: Unit 2 Paper: A Modern Day Sir Thomas More First semester Students fill out a study guide that asks questions about the author's use of point of view, dialogue, frame stories, and details from the novel. Students use this guide to write their own paper in which they use More's model to create their own satiric story. This writing product is graded with a rubric including feedback from the teacher.
LACC.1112.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117741 117743 120726 117747	Eng III B: Unit 4 Project Component: My 'Big Question' Unit 4 Required Chat: Topic, Thesis Statement, and Sources Unit 4 Project Component: Creating a Working Outline Unit 4 Project Component: Independent Research Project Portfolio Second semester Throughout Unit 4, students plan, organize, and develop a research paper.

LACC.1112.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		343972	Eng III B: Unit 4: Independent Research Project Lesson: Publishing Your Writing Second semester Through text-based instruction, students learn how to publish their writing or multimedia projects.	120457 117801	Eng III B: Unit 6 Project: Designing a Web Page Second semester Students design a web page based on their research into ethical issues of Internet usage. Eng IV A: Unit 5 Project: Your Newspaper First semester In a graded, summative assessment, students are encouraged to publish their newspaper which contains two advertisements, one satirical essay, one opinion piece, and three articles about local, national, and international events. Throughout English III and IV students participate in discussion threads and required chats and update writing products based on feedback.
Cluster 3: Research to Build and Present Knowledge						
LACC.1112.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		343801 343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III A: Unit 2: Early America [short research project] The War of the Worlds (1938) First semester After reading War of the Worlds, students research the time period and make connections between historical events and the panic of the broadcast. Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	120643 117747	Eng III A: Unit 2: Required Chat: The Language of Hysteria First semester In a graded chat with a teacher, students research two different time periods and discuss how historical times impacted The Salem Witch Trials and The War of the Worlds. Eng III B: Unit 4 Project: Independent Research Project Portfolio Second semester In a multi-step graded research project, students complete a research paper.

LACC.1112.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		343948 343949 343951 343953 343955 343957 343961 343963 343966 343972	Eng III B: Unit 4: Independent Research Project Lesson: Exploring, Planning and Researching a Topic Lesson: Finding a Topic Lesson: Narrowing a Topic Lesson: Locating Information Inside Sources Lesson: Reevaluating Your Rearch Topic Before Starting to Write Lesson: Organizing Your Thoughts Lesson: Developing Effective Paragraphs Lesson: Revising and Editing Lesson: Revising for Style Lesson: Publishing Your Writing Second semester Through text-based guided lessons, students develop a research paper.	117811 120222	Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
LACC.1112.W.3.9.a		Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	343797 343838	Eng III A: Unit 2: Foundations of the American Dream Lesson: Portrait of Religion and Beliefs in America (1620 – 1820) Instructions First semester Students study the writings of Thomas Paine, Anne Bradstreet, and other Early American authors. They do internet research to find primary documents. Eng III A: Unit 3: *The Scarlet Letter* Lesson: Understanding Fictional Characters First semester Students get explicit instruction on the importance of character in fiction. Topics covered are character types and categories, including literary terminology such as protagonist and foil.	117698 117705	Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America (1620 – 1820) First semester Students choose from two questions to answer, create a thesis statement to support with examples from quotes taken from writings of Early America and from primary source documents found on the internet. Eng III A: Unit 3 Activity: Character Analysis in *The Scarlet Letter* First semester Students choose one of the characters in The Scarlet Letter to analyze. They discuss appearance, strengths, feelings, needs, thoughts, manner of speech, values and wants, and the reactions of others to the character.
LACC.1112.W.3.9.b		Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").	343811 343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: Declaration of Independence – Timeline and Significance Lesson: A Closer Examination of The Declaration of Independence First semester After watching a video that provides historical context, the students read about Thomas Jefferson and then do a close reading of the Declaration of Independence. They do a vocabulary study of unfamiliar words and key terms repeated by Jefferson.	117701 117811 120222	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. Eng IV B: Unit 3 Research Paper Portfolio: Final Draft Second semester After reading a novel, students complete a two unit research project Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the
Cluster 4: Range of Writing						
LACC.1112.W.4.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			Students write for a variety of purposes throughout English III and IV. Two units are listed below that contain various writing requirements: Eng III B: Unit 4: Independent Research Project Throughout unit Eng IV A: Unit 4: War and Peace Throughout unit		Students write for a variety of purposes throughout English III and IV. Below are some examples of assessments: Eng III A: Unit 2 Activity: Portrait of Religion and Beliefs in America Eng III A: Unit 2 Paper: "Sinners in the Hands of an Angry God" and Puritan Beliefs Essay Eng IV A: Unit 3 Paper: Analyzing Passages from *King Lear*
Strand: Speaking and Listening Standards 11-12						
Cluster 1: Comprehension and Collaboration						
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					

LACC.1112.SL.1.1.a		Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat with a teacher, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher.
LACC.1112.SL.1.1.b		Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	349333	Eng III and Eng IV: Beginning of Course Lesson: Collaborative Discussions All semesters In a text-based lesson and through practice exercises, students learn about how to work with peers, come to a consensus, decide on key issues, and establish goals and deadlines.	117836	Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.1.c		Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	117718 117836	Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts. Eng IV B: Unit 6 Discussion: Time and Eternity Second semester Students read Ecclesiastes 3: 1-8 Pete Seeger's "Turn, Turn, Turn" and select another piece of media interpreting the tone of the Ecclesiastes 3:1-8 verses. They answer questions and post a summary response on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.1.d		Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		Eng III and Eng IV All 11-12 courses require communication between students and teachers via discussion boards, online chat, and digital online communication. Students are instructed to comment on the posts of other students, offering feedback and constructive criticism. These communications and discussion cover a variety of academics tasks including peer reviews, papers, analysis of readings and determining meaning of in-course readings. Students must provide evidence in the answers posted on the discussion board when instructed and reasons of how individual opinions are formed on some topics.	120730 117718	Eng IV B: Unit 5 Required Chat: You are Not Special Second semester In a graded chat, students watch the graduation speech by David McCullough, Jr., read articles, and answer questions prior to initiating conversation with their teacher. Eng III A: Unit 1 Discussion: The Contemporary American Dream First semester Students conduct a short interview with a member of the community, compose a written summary of the interview, and post it on the discussion thread. They comment and ask questions on other student's posts.
LACC.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions First semester Students read "I Have a Dream" by Martin Luther King, Jr., interview a community member, and establish their own views on the American dream and present the information in an essay and a speech.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.

LACC.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		349736 349738 349790	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: "On the Subjection of Women" by John Stuart Mill Lesson: "My Own Story" by Emmeline Pankhurst Lesson: "An Appeal Against Suffrage" by Mrs. Humphrys et al. Second semester Students read the texts related to suffrage and answer comprehension questions related to audience, purpose, and rhetoric. English IV B U6: Time and Eternity • Speech: "We Choose to Go to the Moon" by President Kennedy Text, audio, and video versions of the speech by President Kennedy give students the opportunity to witness a moment of historical importance while appreciating a speech with several purposes and ideas. Eng IV B: Unit 4: *Macbeth* Lesson: Visions of *Macbeth* Second semester Students choose from different videos or written lectures on Macbeth. They note the speaker's point of view and intended audience,	120222 117827 120735	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text. Eng IV B: Unit 6 Assignment: We Choose (to Go to the Moon) Second semester After reading, listening, and watching the speech, students write an objective summary explaining the purpose and main ideas in the speech, also describing Kennedy's condensed version of human history and its effect on the listener. Eng IV B: Unit 4: *Macbeth* Essay Questions Second semester Students write a short comparison/contrast answer in which they discuss the differences in
Cluster 2: Presentation of Knowledge and Ideas						
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.		343784	Eng III A: Unit 1: The American Dream Lesson: The American Dream Persuasive Essay and Speech Instructions Students review their work over the course of the unit, including their interviews and research. They create a multi-media project that persuades the audience that the American Dream has or has not changed since the 1960s.	117694 120222	Eng III A: Unit 1 Paper: The American Dream Persuasive Essay and Speech First semester Students submit a word document with the speech, a graphic organizer, and an audio file that has a recording of the student's voice reading the speech aloud. The 6+1 rubric is adapted to include oral presentation criteria, as well as graphic organizer presentation. Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		349836	Eng IV B: Unit 1: Dreamers and Dissenters Lesson: Freedom and Rights Multimedia Presentation Instructions Second semester In a text-based lesson, students identify and understand the requirements for a multimedia presentation.	120222	Eng IV B: Unit 1 Project: Freedom and Rights Multimedia Project Second semester Students create a slideshow presentation synthesizing the theme of freedom and rights from text and media. In Lincoln's Second Inaugural Address and Elizabeth Cady Stanton's Address to Congress, students identify the themes and how they advance throughout the text.
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)		344100	Eng IV B: Unit 5: Life and Death Lesson: Speeches About Living and Dying Lesson: Eulogies Second semester Students read two inspiring commencement speeches and examples of eulogies. Students consider elements of effective speeches. Students use an oral assignment rubric to evaluate their own speech before submitting it in both written and audio form.	117818	Eng IV B: Unit 5 Project: Developing a Eulogy, Speech, or Commencement Address Second semester Students choose to do either a commencement speech or a eulogy. The oral assignment rubric evaluates the students on oral elements such as effective use of pause, pitch, and fluency, as well as written criteria such as ideas and organization. The speech is a graded, formative assessment with teacher feedback via feedback.
Strand: Language Standards 11-12						
Cluster 1: Conventions of Standard English						
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LACC.1112.L.1.1.a		Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper

LACC.1112.L.1.1.b		Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
LACC.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
LACC.1112.L.1.2.a		Observe hyphenation conventions.	343800	Eng IIIA: Unit 2: Foundations of the American Dream Lesson: Radio as a "Godlike Presence" First semester In a text-based lesson, student observe the use of hypenation by examining an article and *The War of the Worlds* radio broadcast.	117695	Eng IIIA: Unit 2 Test: Foundations of the American Dream First semester In a multiple-choice summative assessment, students answer questions related to hyphenation.
LACC.1112.L.1.2.b		Spell correctly.	343963 343964 343970 343971	Throughout English III and IV, students are required to spell correctly on all assignments. In each formative paper assessment, students follow the writing process. The final step is revision which includes proofreading for spelling, grammar, and punctuation errors. Some examples include: Second semester Eng IIIB: Unit 4: Independent Research Project Lesson: Revising and Editing Lesson: What Does Revising Look Like? Lesson: Proofreading Lesson: Proofreading Your Research Report	117747	Throughout English III and IV, students are required to spell correctly on all assessments. In each formative paper assessment, students must follow spelling conventions in the final, published product. One example that correlates with the lessons: Second semester Eng IIIB: Unit 4 Project: Independent Research Project Portfolio
Cluster 2: Knowledge of Language						
LACC.1112.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
LACC.1112.L.2.3.a		Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	343798 344082	Throughout English III and IV, students demonstrate command of conventions. Each essay includes instruction on the basics of grammar and effective writing as well as 6+1 Traits rubrics. Students consult references as needed or instructed. Some examples are: First semester Eng IIIA: Unit 2: Foundations of the American Dream Lesson: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay Instructions First semester Eng IVA: Unit 5: Poverty and Wealth Lesson: Creating a Newspaper	117697 117801	Throughout English III and IV students demonstrate command of conventions. Each essay includes a 6+1 Traits rubric which the student uses for self-evaluation and the teacher uses to provide feedback. Some essay examples include: First semester Eng IIIA: Unit 2 Paper: *Sinners in the Hands of an Angry God* and Puritan Beliefs Essay First semester Eng IVA: Unit 5 Project: Your Newspaper
Vocabulary Acquisition and Use						
LACC.1112.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.					
LACC.1112.L.3.4.a		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	343770 343774	Eng III A: Unit 1: The American Dream Lesson: Context Clues Video: Reading: Context Clues First semester Students receive explicit instruction and gain practice in using different types of context clues to read for comprehension of difficult or unfamiliar words.	117684 117755 117764 117784	Eng III A: Unit 1 Required Chat: "I Have a Dream" Context Clues First semester Students explain in a paragraph how they used context clues in order to figure out the meanings of two difficult words in the first two paragraphs of "I Have a Dream" They discuss this with a teacher. English IV A U2 Vocabulary Check: Using Context Clues I English IV A U3 Vocabulary Check: Using Context Clues II English IV A U4: Vocabulary Check: Using Context Clues III First semester Students take objective quizzes that check their skills in using context clues.

LACC.1112.L.3.4.b		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	344052	Eng IV A: Unit 4: War and Peace Lesson: Translating Root Words Instructions First semester By adding different affixes to root words, students create new forms of words. Students keep their work on a worksheet.	117768	Eng IV A: Unit 3 Vocabulary Check: Greek and Latin Roots Vocabulary Check: Translating Root Words First semester Students answer multiple choice questions to show understanding of Latin and Greek roots and words derivations.
LACC.1112.L.3.4.c		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	343812	Eng III A: Unit 2: Foundations of the American Dream Lesson: A Closer Examination of the Declaration of Independence First semester As students complete their close reading assignment, they use different strategies to determine word meaning. Dictionary Reference is one of the methods used.	117701	Eng III A: Unit 2 Activity: Declaration Vocabulary Journal and Declaration Close Reading Notes First semester As students read the Declaration, they fill out a Close Reading and Vocabulary Journal. They take comprehension and vocabulary notes, keeping track of which strategies they used for determining word meaning and main ideas. They cite specific textual evidence and support for each close reading response. This is a graded, formative assessment.
LACC.1112.L.3.4.d		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	343984 344007 344047	Eng IV A: Unit 2: Utopia and Dystopia Lesson: Vocabulary: Using Context Clues I Eng IV A U3: Order and Chaos Lesson: Vocabulary: Using Context Clues II Eng IV A U4: War and Peace Lesson: Vocabulary: Using Context Clues III First semester After students guess the meaning of a word based on its context, they consult dictionary.com to verify the meaning of the word. Students fill out a worksheet as they work through the list and use it on the quiz	117755 117764 117784	Eng IV A: Unit 2 Vocabulary Check: Using Context Clues I Eng IV A: Unit 3 Vocabulary Check: Using Context Clues II Eng IV A: Unit 4: Vocabulary Check: Using Context Clues III First semester Students take multiple choice quizzes that check their skills in using context clues.
LACC.1112.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

LACC.1112.L.3.5.a		Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.	343865 343985	Eng III A: Unit 5: Poetry in America Lesson: Kant Get Enough of Figurative Language First semester Students watch a multi-media presentation to receive explicit instruction and review in the types and examples of figurative language. Eng III B: Unit 5: The Modern American Dream Lesson: Elements of Poetry Second semester Students review figurative language as one part of the lesson on the elements of poetry.	117753	Eng III B: Unit 5 Assignment: Elements of Poetry Second semester In a multiple choice assignment, students demonstrate understanding of figurative language, among other poetic elements
LACC.1112.L.3.5.b		Analyze nuances in the meaning of words with similar denotations.	344053	Eng IV A: U4: War and Peace Lesson: From a 'B' to an 'A' First semester In a lesson on improving the essay through revision, students receive explicit instruction about how to revise their word choice so that their words are stronger or more interesting. Particular attention is called to words that have similar denotations but different connotations.	117773	Eng IV A: Unit 4 Test: War and Peace First semester In a multiple choice summative assessment, students analyze words and similar denotations.
LACC.1112.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.		English III and English IV Through readings, text-based lessons and comprehension questions, students acquire new vocabulary. Each unit introduction provides key concepts and vocabulary for college readiness.

Course: 1205010 M/J Mathematics

Direct link to this

BASIC INFORMATION

Lesson Name | Assessment Name

Course Title:	M/J Mathematics 1
Course Number:	1205010
Course Abbreviated Title:	M/J MATH 1
Course Path:	**Section:** Grades PreK to 12 Education Courses » **Grade Group:** Grades 6 to 8 Education Courses » **Subject:** Mathematics » **SubSubject:** General Mathematics »
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	State Board Approved

STANDARDS (21)

MA.6.A.1.1:	Explain and justify procedures for multiplying and dividing fractions and decimals.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 3: Operations with Fractions Lessons: Multiplication with Fractions and Division with Fraction Unit 4: Decimals Lessons: Multiplication of Decimals and Division of Decimals **How the standard (benchmark) is taught:** This standard is taught through text based lessons with examples that explain and justify the procedures for multiplying and dividing fractions and decimals. The lessons include graphic representations of the processes that are used. The concepts are reinforced through interactive practice problems throughout the lessons.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 3 Assignment: Operations with Fractions 2; Students multiply fractions using standard procedures. Unit 3 Assignment: Operations with Fractions 3; Students divide fractions using standard procedures. Unit 4 Assignment: Decimals 3; Students multiply and divide decimals using standard procedures.
MA.6.A.2.1:	Use reasoning about multiplication and division to solve ratio and rate problems.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 1: Ratio, Proportions, and Percent Lessons: Proportions, Rates, and Unit Cost **How the standard (benchmark) is taught**: This standard is taught through texted based lessons that develop students' understanding of ratios and rates by connecting it to prior knowledge of multiplication and division. The lessons are supplemented with illustrations of the processes used to solve the ratio and rate problems. Interactive practice problems help students to gauge their understanding of the concepts.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 1 Assignment: Ratio, Proportion, and Rates; Students solve ratio and rate problems using multiplication and division. Unit 1 Assignment: Unit Cost and Converting Fractions, Decimals and Percents; Students solve ratio and rate problems using multiplication and division.
MA.6.A.3.1:	Write and evaluate mathematical expressions that correspond to given situations.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 6: Expressions and Equations Lesson: Simplifying Expressions and Writing Equations to Solve Problems **How the standard (benchmark) is taught:** This standard is taught through a lesson that presents the processes for writing expressions to model situations. Students are then presented with a lesson that extends this knowledge to writing equations that model situations. Using prior knowledge, students then solve these equations. The processes are explained textually, as well as presented through tables and graphics. Students are presented with interactive practice problems throughout the lessons to ensure understanding of the material.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 6 Assignment: Expressions and Equations 2; Students translate text into mathematical expressions Unit 6 Assignment: Expressions and Equations 3; Students translate text into mathematical expressions and evaluate them.
MA.6.A.5.1:	Use equivalent forms of fractions, decimals, and percents to solve problems.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 1: Ratio, Proportions, and Percent Lessons: Percents, Decimals, and Fractions, Percent Increase and Decrease Problems, and Using Percents **How the standard (benchmark) is taught:** This standard is presented in a series of lessons that begins with an introduction to equivalent forms of fractions, decimals, and percents. Students are then taught how to use these three representations of numbers to solve various types of problems. Students are given text and visual examples, as well as mnemonic devices to solve these problems. After each new concept is presented, students have the opportunity to practice it through interactive practice problems that increase in difficulty.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 1 Assignment: Unit Cost and Converting Fractions, Decimals and Percents; Students convert fractions, decimals and percents into equivalent forms and solve problems. Unit 1 Assignment: Percent Increase and Decrease and Using Percents; Students convert fractions, decimals and percents into equivalent forms and solve problems.
MA.6.A.1.2:	Multiply and divide fractions and decimals efficiently.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 3: Operations with Fractions Lessons: Multiplication with Fractions, Multiplication with Fractions in Word Problems, Division with Fractions, and Division of Fractions in Word Problems Unit 4: Decimals Lessons: Multiplications of Decimals, and Division of Decimals **How the standard (benchmark) is taught:** This standard is taught through text based lessons with examples that explain and justify the procedures for multiplying and dividing fractions and decimals. The lessons include graphic representations of the processes that are used. The concepts are reinforced through interactive practice problems throughout the lessons.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 3 Assignment: Operations with Fractions 2; Student multiply fractions. Unit 3 Assignment: Operations with Fractions 3; Students divide fractions. Unit 4 Assignment: Decimals 3; Students multiply and divide decimals.
MA.6.A.2.2:	Interpret and compare ratios and rates.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 1: Ratio, Proportions, and Percent Lesson: Rates **How the standard (benchmark) is taught:** This standard is taught by a text based lesson with examples presented in various ways: equations, diagrams, and tables are all used to show the equivalencies between rates and ratios. The concept is reinforced through interactive practice problems.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 1 Assignment: Ratio, Proportion, and Rates; Students compare, reduce and interpret ratios and rates.

MA.6.A.3.2:	Write, solve, and graph one- and two- step linear equations and inequalities.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 6: Expressions and Equations Lesson: Solving One Step Equations, and Writing Equations to Solve Problems MS Fundamentals of Math 6 B Unit 7: Functions and Inequalities Lessons: Inequalities, Graphing Inequalities, Solving Inequalities by Adding and Subtracting, Solving Inequalities by Multiplying and Dividing, Graphing Data on the Coordinate Plane, and Graphing Linear Equations and Functions **How the standard (benchmark) is taught:** This standard is taught through three series of lessons. The first series teaches students how to write and solve one- and two-step equations. The next presents writing and solving one-and two-step inequalities. Finally, students are taught the processes for graphing linear equations. The lessons include text, graphical, and multimedia examples. Students are also presented with interactive practice problems over each concept.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 1 Assignment: Ratio, Proportion, and Rates; Students compare, reduce and interpret ratios and rates.
MA.6.A.5.2:	Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 2: Number Patterns and Fractions Lesson: Comparing and Ordering Fractions Unit 4: Decimals Lesson: Comparing Decimals on a Number Line **How the standard (benchmark) is taught:** This standard is presented through lessons that incorporate text, tables, and graphical representations of the different forms of numbers to compare them and graph them on a number line. Students are given opportunity to practice these concepts through interactive practice problems.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 2 Assignment: Number Patterns and Fractions 3: Students compare and order fractions including using a number line. Unit 4 Assignment: Decimals 2; Students compare and order decimals including using a number line.
MA.6.A.3.3:	Work backward with two-step function rules to undo expressions.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 7: Functions and Inequalities, Lesson: Functions **How the standard (benchmark) is taught:** This standard is taught by connecting students understanding of a function rule that has already been given to solving for an unknown backwards. Content is presented textually and in a table.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 7 Assignment: Functions and Graphs Through a multiple choice question, students work backwards from a function rule.
MA.6.A.1.3:	Solve real-world problems involving multiplication and division of fractions and decimals.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 3: Operations with Fractions Lessons: Multiplication with Fractions in Word Problems, and Division of Fractions in Word Problems Unit 4: Decimals Lessons: Multiplications of Decimals, and Division of Decimals **How the standard (benchmark) is taught:** This standard is taught through text based lessons that incorportate visual representations of the process of writing a word problem as a multiplication or division problem. Students are presented with interactive practice problems that allow them to practice each step of the process separately.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 3 Assignment: Operations with Fractions 2; Students solve real-world problems involving multiplying fractions. Unit 3 Assignment: Operations with Fractions 3; Students solve real-world problems involving dividing fractions. Unit 4 Assignment: Decimals 3; Students solve real-world problems involving multiplying and dividing decimals.

MA.6.A.5.3:	Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 4 Decimals Lesson: Addition and Subtraction of Decimals and Multiplication of Decimals **How the standard (benchmark) is taught:** This standard is taught as a final step to working with decimals, in order to check the reasonableness of the solution. Students are reminded to use this step to ensure the accuracy of their computations.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 4 Assignment: Decimals 2; Students use estimation to check the results of adding and subtracting decimal. They also check to see if the results are reasonable. Unit 4 Assignment: Decimals 3; Students use estimation to check the results of multiplying decimal. They also check to see if the results are reasonable.
MA.6.A.3.4:	Solve problems given a formula.	**Where the standard (benchmark) is taught:** This is taught throughout. For Ex: MS Fundamentals of Math 6 B Unit 1: Ratio, Proportion, and Percent Lessons: Rates, Percent Increase and Decrease and Using Percents Unit 2: Geometric Figures Lesson: Angles in Polygons Unit 3: Measurement Lesson: Finding Perimeter **How the standard (benchmark) is taught:** This standard is taught throughout the course in various lessons. Most notably, students work with formulas in lessons on geometry. In these lessons, students work with many formulas, including formulas that they develop through inductive reasoning. Students are presented with examples and interactive practice problems to ensure understanding of the processes.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 1 Assignment: Ratio, Proportion, and Rate; Students use formulas for distance, rate and time to solve problems. Unit 2: Polygons; Students use the formula for number of angles to find the number of angles in a polygon. Unit 3 Assignment: Perimeter and Circumference; Students use the perimeter formula to find perimeters.
MA.6.A.3.5:	Apply the Commutative, Associative, and Distributive Properties to show that two expressions are equivalent.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 A Unit 6: Expressions and Equations Lesson: Properties **How the standard (benchmark) is taught:** This is a text based lesson with examples. Examples are expressed both as equations and graphically, which allows students to see the changes being made to the equations. Students are presented with practice problems allowing them to identify and use the properties.	**How mastery of the standard (benchmark) is assessed:** Unit 6 Assignment: Expressions and Equations 2; Students identify and apply properties.
MA.6.A.3.6:	Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 7: Functions and Inequalities Lessons: Functions and Graphing Linear Equations and Functions **How the standard (benchmark) is taught:** This standard is taught through a pair of lessons that integrate real life situations into the explanation of functions and their uses. Students are lead through how to create and analyze function tables, graphs, and equations, and how to move from one representation to another with step by step examples that include graphics to clarify the steps. Students then work through interactive practice problems.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 7 Assignment: Functions and Graphs; Students use table, equations and graphs to analyze functions.

MA.6.G.4.1:	Understand the concept of Pi, know common estimates of Pi (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 3: Measurement Lesson: Circles and Circumference Unit 4: Area and Volume Lesson: Area of a Circle **How the standard (benchmark) is taught:** This standard is taught in text based lessons with detailed illustrations of the concept of radius, diameter, and circumference of a circle. The lessons present the formulas for circumference and area of a circle, along with explaining pi and that it must be approximated, as it is irrational. Students use an approximation of pi to find the area and circumference of circles in interactive practice problems.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 3 Assignment: Perimeter and Circumference; Students use common approximations for pi to find the circumference of a circle. Unit 4 Assignment: Circles and Surface Area; Students use common approximations for pi to find the area of a circle.
MA.6.G.4.2:	Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 4: Area and Volume Lesson: Area of Other Polygons Unit 3: Measurement Lesson: Finding Perimeter **How the standard (benchmark) is taught:** This standard is taught through text-based lessons supplemented by formulas and illustrations. Students use both formulas and counting squares on a grid to determine the perimeter and area of composite figures. The lessons are completed with sets of interactive practice problems.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 4 Assignment: Area of Polygons; Students find the area of composite figures. Unit 3 Assignment: Perimeter and Circumference; students find the perimeter of composite figures.
MA.6.G.4.3:	Determine a missing dimension of a plane figure or prism given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 4: Area and Volume Lessons: Area of Quadrilaterals, Area of Other Polygons, Area of a Circle, Surface Area of a Rectangular Prism, Colume of Rectangular Solids, Volume of Prisms and Cylinders **How the standard (benchmark) is taught:** This standard is taught through text-based lessons supplemented by formulas and illustrations. Students use formulas determine the area and volume of plane figures and prims. They also find missing dimensions for the area of a plane figure. The lessons are completed with sets of interactive practice problems.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 4 Assignment: Area of Polygons Unit 4 Assignment: Circles and Surface Area Unit 4 Assignment: Volume
MA.6.S.6.1:	Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 5: Data and Statistics Lesson: Data and Range and Mean Median and Mode **How the standard (benchmark) is taught:** This standard is presented in lessons that connect data to multiple representations. Students see data in lists, tables, frequency tables, and line plots. They compute the mean, median, mode, and range of various data sets.	
MA.6.S.6.2:	Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.	**Where the standard (benchmark) is taught:** MS Fundamentals of Math 6 B Unit 5: Data and Statistice Lessons: Data and Range, Mean, Median, and Mode, Displaying and Interpreting Data **How the standard (benchmark) is taught:** This standard is taught through text-based lessons supplemented by illustrations. Students find the range, mean, median, and mode, and use this information to answer questions, including creating box-and-whisker plots	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 B Unit 5 Assignment: Samples, Population, and Data Unit 5 Assignment: Data Displays

LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	**Where the standard (benchmark) is taught:** This is taught throughout. For Ex: MS Fundamentals of Math 6 A Unit 6: Expressions and Equations Lesson: Writing Equations to Solve Problems MS Fundamentals of Math 6 B Unit 7: Functions and Inequalities Lessons: Inequalities and Graphing Inequalities **How the standard (benchmark) is taught:** These are texted based lessons supplemented with illustrations, tables and interactive practice problems. These lesson include symbols, key terms, and other domain-specific words and phases.	**How mastery of the standard (benchmark) is assessed:** MS Fundamentals of Math 6 A Unit 6 Assignment: Expressions and Equations 3; Students use symbols and domain-specific words and phrases to translate text into mathematical expressions MS Fundamentals of Math 6 B Unit 7: Inequalities; Students use symbols and domain-specific words and phrases to translate text into mathematical expressions
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	**Where the standard (benchmark) is taught:** This is taught throughout. For Ex: MS Fundamentals of Math 6 A Unit 6: Expressions and Equations Lesson: Writing Equations to Solve Problems MS Fundamentals of Math 6 B Unit 5: Data and Statistics Lessons: Bar Graphs and Displaying and Interpreting Data Unit 7: Functions and Inequalities Lessons: Functions and Graphing Data on the Coordinate Plane **How the standard (benchmark) is taught:** These are texted based lessons supplemented with illustrations, tables and interactive practice problems. Students are presented with information textually, algebraically, and visually.	**How mastery of the standard (benchmark) is assessed: MS** Fundamentals of Math 6 A Unit 6 Assignment: Expressions and Equations 3; Students express information with tables MS Fundamentals of Math 6 B Unit 5 Assignment: Data Displays: Students express information in charts and graphs Unit 7 Assignment: Functions and Graphs; Students express information with tables and graphs

Standard ID	Benchmark	Alignment Citation			
		Content			
		Roads Section ID	Unit	Lesson Name	Assessment Name
MA.7.A.1.1:	Distinguish between situations that are proportional or not proportional, and use proportions to solve problems.	333763	MS Fundamentals of Math 7 A Unit 4: Ratios, Proportions, and Percents	**Where the Standard is Taught** Using Ratios and Proportions to Solve Word Problems **How the Standard is Taught** This standard is taught through a lesson focused on conceptual understanding and examples of situations involving proportional relationships. Students are presented with interactice practice problems to solidify their understanding.	**How the Standard is Assessed** Unit 4 Assignment: Ratios, Proportions, and Percents 2 Unit 4 Test: Ratios, Proportions, and Percents Using multiple choice questions, students set up and solve proportion problems.
MA.7.A.3.1:	Use and justify the rules for adding, subtracting, multiplying, dividing, and finding the absolute value of integers.	333664 333667 333668	MS Fundamentals of Math 7 A Unit 1: Integers	**Where the Standard is Taught** Absolute Value Adding and Subtracting Integers Multiplying and Dividing Integers **How the Standard is Taught** Students are presented with the processes for operations with integers visually on a number line. The understanding of the process on the number-line is extended to the rules for these processes. Students are given the opportunity to work through interactice practice problems at the end of the lesson.	**How the Standard is Assessed** Unit 1 Assignment: Integers 2 Unit 1 Assignment: Integers 3 Unit 1 Test: Integers Using multiple choice questions, students add, subtract, multiply, divide, and find the absolute value of integers and integral expressions.
MA.7.A.5.1:	Express rational numbers as terminating or repeating decimals.	333758	MS Fundamentals of Math 7 A Unit 4: Ratios, Proportions, and Percents	**Where the Standard is Taught** Converting Percents, Fractions, and Decimals Pg 7 **How the Standard is Taught** Students are presented with the procedure for converting a fraction into a division problem and solving. The examples are shown visually, with an explanation for each step. Students complete interactive practice problems, converting fractions into terminating or repeating decimals.	**How the Standard is Assessed** Unit 4 Assignment: Ratios, Proportions, and Percents 1 Unit 4 Test: Ratios, Proportions, and Percents Using multiple choice questions, students find terminating and repeating decimal equivalents for fractions.
MA.7.A.1.2:	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.	333759	MS Fundamentals of Math 7A Unit 4: Ratios, Proportions and Percents	**Where the Standard is Taught** Percent of a Number **How the Standard is Taught** Students are presented with an explanation of how to convert a percent word problem into an algebraic equation. Through a text and graphics based lesson, students learn how to apply this knowledge to real-world application problems.	**How the Standard is Assessed** Unit 4 Assignment: Ratios, Proportions, and Percents 1 Using multiple choice questions, students will calculate a percentage of increase or decrease, given the beginning and ending amounts.
MA.7.A.3.2:	Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.	333667 333668 333732 333735 333736 333685 333686	MS Fundamentals of Math 7 A Unit 1:Integers Unit 2: Exponents and Factors Unit 3: Operations with Fractions	**Where the Standard is Taught** Adding and Subtracting Integers Multiplying and Dividing Integers Multiplying Expressions Involving Exponents Dividing Expressions Involving Exponents Adding and Subtracting Fractions and Mixed Numbers Multiplying and Dividing Fractions and Mixed Numbers **How the Standard is Taught** This standard is taught through several lessons that present the information textually and graphically. Students are given many example problems before working through interactive practice problems.	**How the Standard is Assessed** Unit 1 Assignment: Integers 3 Unit 2 Assignment: Exponents and Factors 2 Unit 3 Assignment: Operations with Fractions 3 Unit 3 Assignment: Operations with Fractions 4 Using multiple choice questions, students demonstrate mastery of arithmetic operations with integers, fractions, and exponential expressions.
MA.7.A.5.2:	Solve non-routine problems by working backwards.	352353	MS Fundamentals of Math 7 A Unit 4: Ratios, Proportions, and Percent	**Where the Standard is Taught** Solving Two-Step Linear Equations **How the Standard is Taught** In a text based lesson, students learn the processes for solving two-step linear equations, and then connect this knowledge to translating words into expressions to solve problems involving real-world situations.	**How the Standard is Assessed** Unit 5 Assignment: Expressions and Equations 5 Using multiple choice questions, students use an equation to model a real life situation and solve for an unknown.
MA.7.A.1.3:	Solve problems involving similar figures.	333763	MS Fundamentals of Math 7 A Unit 4: Ratios, Proportions, and Percent	**Where the Standard is Taught** Using Ratios and Proportions to Solve Word Problems **How the Standard is Taught** Through a text based lesson with interactive student practice problems, students will find missing sides of similar figures using proportions	**How the Standard is Assessed** Unit 4 Assignment: Ratios, Proportions, and Percents 2 Unit 4 Test: Ratios, Proportions, and Percents Using multiple choice questions, students will use proportions to find missing sides of similar figures.

MA.7.A.3.3:	Formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients.	333791 333792 333795	MS Fundamentals of Math 7 A Unit 5: Expressions and Equations	**Where the Standard is Taught** Solving Equations by Adding and Subtracting Solving Equations by Multiplying and Dividing Solving 2-step Linear Equations **How the Standard is Taught** Students learn through lessons with step-by-step procedures on how to solve one- and two-step equations, including equations with fractional coefficients. Students work through interactive practice problems to solidify understanding.	**How the Standard is Assessed** Unit 5: Expressions and Equations 4 Unit 5: Expressions and Equations 5 Using multiple choice questions, students will solve 1 and 2 step equations.
MA.7.A.1.4:	Graph proportional relationships and identify the unit rate as the slope of the related linear function.	333709	MS Fundamentals of Math 7 B Unit 1: Functions and Inequalities	**Where the Standard is Taught** Graphing Linear Equations & Functions **How the Standard is Taught** In this lesson, students are presented with various forms of linear equations, starting with simple proportional relationships, and progressing through linear functions with y-intercepts other than zero. The concept of slope is extended throughout the lesson with examples and interactive practice problems.	**How the Standard is Assessed** Unit 1 Assignment: Functions and Inequalities 4 Using multiple choice questions, students identify slope and y intercept of linear equations and identify their graphs.
MA.7.A.3.4:	Use the properties of equality to represent an equation in a different way and to show that two equations are equivalent in a given context.	333709	MS Fundamentals of Math 7 B Unit 1: Functions and Inequalities	**Where the Standard is Taught** Graphing Linear Equations & Functions **How the Standard is Taught** Students are taught how to transform linear equations in standard and other forms into slope intercept form so that they can be graphed. Students are given step by step instructions with graphics depicting the steps taken to transform the equations. Students work through interactive practice problems to determine the slope and y-intercept of equations that are not written in slope-intercept form.	**How the Standard is Assessed** Unit 1 Assignment: Functions and Inequalities 4 Using multiple choice questions, students transform equations in standard form and other forms so that they can identify slope, y intercept, and the graph of the line.

MA.7.A.1.5:	Distinguish direct variation from other relationships, including inverse variation.	352355	MS Fundamentals of Math 7 A Unit 1: Functions and Inequalities	**Where the Standard is Taught** Direct and Inverse Variation **How the Standard is Taught** Through a text based lesson, students are given the definition and real-world examples of both direct and inverse variation. Students practice identifying the type of equation with an interactive game.	**How the Standard is Assessed** Unit 1 Assignment: Functions and Inequalities 4 Using multiple choice questions, students will determine whether a situation represents direct or inverse variation.
MA.7.A.1.6:	Apply proportionality to measurement in multiple contexts, including scale drawings and constant speed.	352358	MS Fundamentals of Math 7A Unit 4: Ratios, Proportions and Percents	**Where the Standard is Taught** Using Ratios and Proportions to Solve Word Problems **How the Standard is Taught** Through a text and graphics based lesson, students learn how to apply the properties of proportions to word problems, including similar figures and scale drawings.	**How the Standard is Assessed** Unit 4 Assignment: Ratios, Proportions, and Percents 2 Using multiple choice questions, students will solve various types of problem using proportional reasoning.
MA.7.G.2.1:	Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.	338290 338291 338292 338293 338295 338296 338298 338299 338301 338302	MS Fundamentals of Math 7 B Unit 5: Three Dimensional Geometry	**Where the Standard is Taught** Surface Area of a Rectangular Prism Volume of a Rectangular Prism Surface Area of a Triangular Prism Volume of a Triangular Prism Surface Area of a Cylinder Volume of a Cylinder Surface Area of a Pyramid Volume of a Pyramid Surface Area of a Cone Volume of a Cone **How the Standard is Taught** Students are presented with three-dimensional figures both as solids and as nets, with detailed diagrams and illustrations of each of the faces of the solid to find the surface area and volume. Students work through practice problems involving both descriptions of figures and diagrams.	**How the Standard is Assessed** Unit 5 Assignment: Three Dimensional Geometry 2 Unit 5 Assignment: Three Dimensional Geometry 3 Unit 5 Assignment: Three Dimensional Geometry 4 Unit 5 Assignment: Three Dimensional Geometry 5 Using multiple choice questions, students demonstrate the ability to find surface area and volume of prisms, cylinders, pyramids, and cones.

MA.7.G.4.1:	Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures, and apply these relationships to solve problems.	338278	MS Fundamentals of Math 7 B Unit 4: Two-Dimensional Geometry	**Where the Standard is Taught** Area of a Parallelogram **How the Standard is Taught** Students are presented with the relationships between the areas and perimeters of similar figures through a text and multi-media based lesson, and use these skills to complete practice problems.	**How the Standard is Assessed** Unit 4 Assignment: Two-Dimensional Geometry 3 Using multiple choice questions, students will compute the areas and volumes of similar figures given the ratio of the sides.
MA.7.G.2.2:	Use formulas to find surface areas and volume of three-dimensional composite shapes.	338298 338299 338301 38302	MS Fundamentals of Math 7B Unit 5: Three-Dimensional Geometry	**Where the Standard is Taught** Surface Area of a Pyramid Volume of a Cone **How the Standard is Taught** Students are taught how to use known formulas to find the surface area and volume of composite figures through lessons involving detailed diagrams of these figures. Students complete practice problems involving composite figures.	**How the Standard is Assessed** Unit 5 Assignment: Three Dimensional Geometry 4 Unit 5 Assignment: Three Dimensional Geometry 5 Unit 5 Test: Three Dimensional Geometry Using multiple choice questions, students will compute the surface area and volumes of composite figures of prisms, cylinders, pyramids and cones.
MA.7.G.4.2:	Predict the results of transformations, and draw transformed figures with and without the coordinate plane.	338269	MS Fundamentals of Math 7 B Unit 3: Basics of Geometry	**Where the Standard is Taught** Geometric Transformation of Figures **How the Standard is Taught** Through a text based lesson, students are taught how to identify whether a figure has been translated, reflected, or rotated. Students complete interactive practice problems, identifying transformations.	**How the Standard is Assessed** Unit 3 Assignment: Basics of Geometry 4 Using multiple choice questions, students will identify translations, reflections, and rotations without the use of a coordinate plane.
MA.7.G.4.3:	Identify and plot ordered pairs in all four quadrants of the coordinate plane.	333709	MS Fundamentals of Math 7 B Unit 1: Functions and Inequalities	**Where the Standard is Taught** Graphing Linear Equations & Functions **How the Standard is Taught** Students are introduced to the concept of graphing a line by plotting points from a function table, including points from all four quadrants. The points graphed are labeled with the coordinates to help students understand where the point is located. Student complete practice problems over graphing lines by plotting points.	**How the Standard is Assessed** Unit 1 Assignment: Functions and Inequalities 4 Using multiple choice questions, students graph lines by graphing points on the line and by graphing the y intercept and using the slope to find other points on the line.

MA.7.G.4.4:	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems.	333742	MS Fundamentals of Math 7 A Unit 3: Operations with Fractions	**Where the Standard is Taught** Converting Units of Measure **How the Standard is Taught** Students are taught how to analyze units to determine what kind of quantity they measure, then convert between units of customary measurements. The lesson shows conversions using tables and equations. Students complete practice problems converting between various units of measurement.	**How the Standard is Assessed** Unit 3 Assignment: Operations with Fractions 5 Using multiple choice questions, students decide what unit would be reasonable for certain measurements. Then they convert quantities of English units.
MA.7.P.7.1:	Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair.	333752	MS Fundamentals of Math 7 B Unit 2: Data, Statistics, and Probability	**Where the Standard is Taught** Probability **How the Standard is Taught** Students are taught now to calculate simple probability through a lesson with examples and a step-by-step process. The lesson includes both visual and textual examples. Students comlete interactive practice problems involving probabilities.	**How the Standard is Assessed** Unit 2 Assignment: Data, Statistics, and Probability 6 Using multiple choice questions, students will evaluate simple probabilities.
MA.7.P.7.2:	Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events,	346712	MS Fundamentals of Math 7 B Unit 2: Data, Statistics, and Probability	**Where the Standard is Taught** Probability of Dependent and Independent Events **How the Standard is Taught** Through a text based lesson that focuses on student discovery, students learn the difference between dependent and independent events and calucluate probabilities to make predictions.	**How the Standard is Assessed** Unit 2 Assignment: Data, Statistics, and Probability 6 Using multiple choice questions, students will evaluate calculate probabilities of compound events.
MA.7.S.6.1:	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.	346411	MS Fundamentals of Math 7 B Unit 2: Data, Statistics, and Probability	**Where the Standard is Taught** Samples and Population **How the Standard is Taught** Through a text-based lessons, students are introduced to the concepts of population, sampling, and bias through real-world examples.	**How the Standard is Assessed** Unit 2 Assignment: Data, Statistics, and Probability 6 Using multiple choice questions, students will identify sampling types, possible bias, and appropriate samples from a population.

MA.7.S.6.2:	Construct and analyze histograms, stem-and-leaf plots, and circle graphs.	333744	MS Fundamentals of Math 7 B Unit 2: Data, Statistics, and Probability	**Where the Standard is Taught** Stem-and-Leaf Plots **How the Standard is Taught** Students are taught how to create a stem-and-leaf plot through step-by-step instructions and examples with diagrams depicting the stem and leaf parts of a number. Students complete interactive practice problems requiring converting from a data set to a stem-and-leaf plot and also from the stem-and-leaf plot to the data.	**How the Standard is Assessed** Unit 2 Assignment: Data, Statistics, and Probability 4 Student answer questions about and construct stem-and-leaf plots
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	333749	MS Fundamentals of Math 7 B Unit 2: Data, Statistics, and Probability	**Where the Standard is Taught** Tree Diagrams, Permutations, and Combinations **How the Standard is Taught** Students are presented with the concept of permutations and combinations in a concrete way, by completing a tree-diagrams. This concept is extended to the formulas for permutations and combinations, using factorial notation. Students work through progressively more difficule interactive practice problems, starting with finding factorials, and ending with computing a combination.	**How the Standard is Assessed** Unit 2 Assignment: Data, Statistics, and Probability 6 Using multiple choice questions, students will evaluate factorials of numbers and perform operations using factorials.
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	333731	MS Fundamentals of Math 7 B Unit 2: Data, Statistics, and Probability	**Where the Standard is Taught** Frequency Tables and Line Plots **How the Standard is Taught** Students are taught to translate information gleaned from data into frequency tables and line plots, and vice versa. Students complete interactive practice problems which require them to analyze data from the visual representation of the data.	**How the Standard is Assessed** Unit 2 Assignment: Data, Statistics, and Probability 2 Using multiple choice questions, students will express data in text and show the data in a line plot.

Standard ID	Benchmark	Alignment Citation			
		Content			
		Roads Section ID	Unit	Lesson Name	Assessment Name
MA.8.A.6.1:	Use exponents and scientific notation to write large and small numbers and vice versa and to solve problems.	346613	MS Pre-Algebra A Unit 4: Factors and Exponents	Scientific Notation Students are taught how to use scientific notation through step-by-step instructions with detailed diagrams. They write large and small numbers in scientific notation, and translate numbers written in scientific notation into large and small numbers. They use these processes to solve problems in interactive practice problems.	Unit 4 Assignment: Factors and Exponents 2 Unit 4 Test: Factors and Exponents Using multiple choice questions, students demonstrate mastery of changing numbers to and from standard notation to scientific notation and do multiplication and division with numbers in scientific notation.
MA.8.A.1.1:	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.	346543	MS Pre-Algebra B Unit 2: Linear Functions and Graphing	Scatter Plots In a text and multimedia animation based lesson, students are taught to analyze data given in a table, create a graph from the table, then create a line of best fit by analyzing the line that best approximates the trend of the data.	Unit 2 Assignment: Linear Functions and Graphing 2 Unit 2 Test: Linear Functions and Graphing Using multiple choice questions, students identify positive, negative, or no correlation given tables or graphs and make predictions based on the trend line.
MA.8.A.4.1:	Solve literal equations for a specified variable.	346513	MS Pre-Algebra B Unit 1: Solving Equations and Inequalities	Transforming Formulas Students are given step-by-step visual and textual procedures showing how to solve a formula for a given variable. Students solve formulas for various variables in interactive practice problems.	Unit 1 Assignment: Solving Equations and Inequalities 2 Unit 1 Test: Solving Equations and Inequalities Using multiple choice questions, students will solve formulas for given variables.

MA.8.A.1.2:	Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem.	346534	MS Pre-Algebra B Unit 2: Linear Functions and Graphing	Slope of a Line Students are presented with various descriptions and meanings of slope as it relates to situations involving speed, unit cost temperature change. Examples are presented textually, graphically, and as tables. Students complete practice problems relating to each representation of the linear information.	Unit 2 Assignment: Linear Functions and Graphing 2 Using multiple choice questions, students will interpret the slope of a line as a rate of change of two quantities.
MA.8.A.4.2:	Solve and graph one- and two-step inequalities in one variable.	346536 346547 346516	MS Pre-Algebra A Unit 2: Equations and Inequalities MS Pre-Algebra B Unit 1: Solving Equations and Inequalities	Solving Inequalities by Adding and Subtracting Solving Inequalities by Multiplying and Dividing Solving Multi-Step Inequalities Students are taught to solve one- and two- step inequalities in one variable through text-based lessons with visual examples that connects the process to solving equations in one variable. Students complete interactive practice problems involving inequalities.	Unit 2 Assignment: Equations and Inequalities 3 Unit 2 Test: Equations and Inequalities Unit 1 Assignment: Solving Equations and Inequalities 2 Unit 1 Test: Solving Equations and Inequalities Using multiple choice questions, students will solve one and two step inequalities

MA.8.A.6.2:	Make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions.	346599	MS Pre-Algebra B Unit 4: Two-Dimensional Geometry	Squares and Square Roots Students are shown the inverse relationship between squaring and taking the square root through a text based lesson. The concept of estimating the square root of a non-perfect square is presented, and students approximate square roots by determining which integer is closest to the square root. Students work on interactive practice problems to connect these concepts.	Unit 4 Assignment: Two-Dimensional Geometry 1 Unit 4 Test: Two-Dimensional Geometry Using multiple choice questions, students will estimate the value of square roots of numbers to the nearer whole number.
MA.8.A.6.3:	Simplify real number expressions using the laws of exponents.	346609 346610	MS Pre-Algebra A Unit 4: Factors and Exponents	Multiplying and Dividing Exponents Negative and Zero Exponents These lessons present the laws of exponents in an exploratory manner, allowing students to understand the process behind the rules. There are detailed instructions and diagrams, furthering students' understanding of this concept. Students complete interactive practice problems involving simplifying expressions with exponents.	Unit 4 Assignment: Factors and Exponents 2 Unit 4 Test: Factors and Exponents Using multiple choice questions, students will simplify expressions that contain exponents.
MA.8.A.1.3:	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.	346548	Unit 2: Linear Functions and Graphing	Solving Systems of Linear Equations by Graphing	Unit 2 Assignment: Linear Functions and Graphing 3 Using multiple choice questions, students use a graph to determine the solution to a real-world problem involving a system of equations.

MA.8.A.1.4:	Identify the solution to a system of linear equations using graphs.	346548	MS Pre-Algebra B Unit 2: Linear Functions and Graphing	Solving Systems of Linear Equations by Graphing Students are introduced to systems of equations by seeing the solutions graphically and algebraically. Emphasis is placed on the fact that the solution to a system of equations is the point of intersection by graphics that highlight this intersection. Students also see visually systems that have no solutions, and infinitely many solutions. Students complete practice problems that have one solution, no solutions, and infinitely many solutions.	Unit 2 Assignment: Linear Functions and Graphing 2 Unit 2 Test: Linear Functions and Graphing Using multiple choice questions, students will solve systems of linear equations by graphing.

MA.8.A.6.4:	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.	346555 346557 346621 346623 346646 346654	MS Pre-Algebra A Unit 1: Expressions and Integers Unit 3: Decimals Unit 5: Fractions Unit 6: Ratios, Proportions, and Percents	Exponents and Powers Integers and Absolute Value Adding and Subtracting Decimals Multiplying and Dividing Decimals Adding and Subtracting Fractions Multiplying and Dividing Fractions Percent of a Number Using Percents This standard is taught as each number system is presented. Students learn general processes and rules and extend those from one number system to the next. The concepts are taught through lessons with textual examples that are supplemented by appropriate graphics and explanations. Students complete interactive practice problems over each concept as appropriate.	Unit 1 Assignment: Solving Equations and Inequalities 1 Unit 1 Assignment: Solving Equations and Inequalities 2 Unit 1 Test: Solving Equations and Inequalities Unit 3 Assignment: Decimals 1 Unit 3 Test: Decimals Unit 5 Assignment: Fractions 1 Unit 5 Test: Fractions Unit 6 Assignment: Ratios, Proportions, and Percents 2 Unit 6 Test: Ratios, Proportions, and Percents Using multiple choice questions, students will perform operations on exponential expressions, fractions, decimals, and percents.

MA.8.A.1.5:	Translate among verbal, tabular, graphical, and algebraic representations of linear functions.	346531	MS Pre-Algebra B Unit 2: Linear Functions and Graphing	Graphing Linear Equations in Two Variables Students are taught how to translate verbal sentences into linear equations, how to represent solutions of a linear equation as a table, and how to graph a line given the table. The examples include detailed sequences of equations along with explanations, and graphs of the represented data. Students complete practice problems in order to translate from one form to the next.	Unit 2 Assignment: Linear Functions and Graphing 1 Unit 2 Test: Linear Functions and Graphing Using multiple choice questions, students will graph linear equations in two variables.
MA.8.A.1.6:	Compare the graphs of linear and non-linear functions for real-world situations.	352372	Unit 1: Solving Equations and Inequalities	Simple and Compound Interest Through a text and graphics based lesson, students compare simple interest to compound interest. Students compare the graphs and note that while simple interest is linear, compound interest is not.	Unit 1 Assignment: Solving Equations and Inequalities 2 Students
MA.8.G.2.1:	Use similar triangles to solve problems that include height and distances.	352370	MS Pre-Algebra A Unit 6: Ratios, Proportions, and Percents	Similar Figures Through a text based lesson with student practice problems, multimedia lesson content, and interactive multimedia practice problems, students will find missing sides and angles in similar triangles, including real-world applications.	Unit 6 Assignment: Ratios, Proportions, and Percents 1 Unit 6 Test: Ratios, Proportions, and Percents Using multiple choice problems, students will solve problems using similar triangles.

MA.8.G.5.1:	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.	350091	MS Pre-Algebra A Unit 5: Fractions	Converting Units Through a text-based lesson, students convert between customary and metric measurements.	Students convert between customary and metric measurements in multiple choice problems.
MA.8.G.2.2:	Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals.	346577	MS Pre-Algebra B Unit 3: Basics of Geometry	Transversals Students learn about parallel lines cut by a transversal and the angles that are formed through a lesson supplemented with detailed graphics showing how the angles relate. Students complete interactive practice problems with parallel lines and transversals.	Unit 3 Assignment: Basics of Geometry 1 Unit 3 Test: Basics of Geometry Using multiple choice questions, students will identify and give the measures of alternate interior and alternate exterior angles.
MA.8.G.2.3:	Demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles and the sum of angles in polygons.	346594	MS Pre-Algebra B Unit 3: Basics of Geometry	Finding Sums of Angle Measures Students are presented with different polygons and shown how to use their knowledge of triangle sums to determine the sum of the angles in these polygons. The lesson includes illustrations, and connects the discovery of the triangles to a formula that can be generalized for all polygons. Students complete interactive practice problems using this formula.	Unit 3 Assignment: Basics of Geometry 3 Unit 3 Test: Basics of Geometry Using multiple choice questions, students will compute the sum of the interior angles of any polygon and find the measure of each angle in a regular polygon.

MA.8.G.2.4:	Validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.	346626	MS Pre-Algebra B Unit 4: Two-Dimensional Geometry	Pythagorean Theorem Students are taught the Pythagorean theorem and shown examples of using the theorem to find missing legs or hypotenuse in a right triangle. Once students have mastered this, the concept is extended to apply to real-life situations. Students work through both simple and more complex interactive practice problems.	Unit 4 Assignment: Two-Dimensional Geometry 1 Unit 4 Test: Two-Dimensional Geometry Using multiple choice questions, students will find distances using the Pythagorean Theorem
MA.8.S.3.1:	Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships.	346543 346667	MS Pre-Algebra B Unit 2: Linear Functions and Graphing Unit 6: Data, Statistics, and Probability	Scatter Plots Box-and-Whisker Plots Students are presented with lessons including text explanation, examples with diagrams, and multimedia interactive examples to learn the processes of creating box and whisker plots and scatter plots. They then view multimedia interactive examples to learn the process of creating a line of fit to determine correlations and predict the outcomes for examples outside of the data given. Students then complete practice problems to solidify understanding.	Unit 2 Assignment: Linear Functions and Graphing 2 Unit 2 Test: Linear Functions and Graphing Using multiple choice questions, students identify positive, negative, or no correlation given tables or graphs and make predictions based on the trend line and given univariate data, they will construct box and whisker plots and identify median, first quartile, and third quartile

MA.8.S.3.2:	Determine and describe how changes in data values impact measures of central tendency.	346664	MS Pre-Algebra B Unit 6: Data, Statistics, and Probability	Measures of Central Tendency Students learn the process to determine the mean, median, and mode of a set of data. They then use this knowledge to make conjectures and determine whether changes to the data set would change the measures of central tendency.	Unit 6 Activity: Collecting, Interpreting, and Displaying Data Using free response questions in a worksheet format and multiple choice questions students will determine mean, median, and mode and describe any changes to these statistics based on changes in the data.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	346596	MS Pre-Algebra B Unit 3: Basics of Geometry	Geometric Transformations of Figures Symbols, key terms, and other domain-specific words are used throughout the course. They are defined and explained in age-appropriate terms and used frequently to increase student vocabulary. One example is in the lesson on geometric transformations of figures. The new vocabulary is expressed in words and in a graphic, allowing students to have technical and practical understanding of the terms.	Unit 3 Assignment: Basics of Geometry 3 Unit 3 Test: Basics of Geometry Using multiple choice questions, students will correctly interpret terms that pertain to isometric movements of geometric figures.

LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	346543 346667	MS Pre-Algebra B Unit 2: Linear Functions and Graphing Unit 6: Data, Statistics, and Probability	Scatter Plots Box-and-Whisker Plots In text and animation based lessons, students are taught how to analyze data given in a table, create a graph from the table, then create a line of best fit by analyzing the line that best approximates the trend of the data. Given univariate data, students will construct box-and-whisker plots. Students practice these skills interactively at the end of each lesson.	Unit 2 Assignment: Linear Functions and Graphing 2 Unit 2 Test: Linear Functions and Graphing Using multiple choice questions, students identify positive, negative, or no correlation given tables or graphs and make predictions based on the trend line and given univariate data, they will construct box and whisker plots and identify median, first quartile, and third quartile

Documentation of Alignment

Advanced Academics Consumer Mathematics A & B, 2742 & 2743

10/22/2012

Standard ID	Standard	Alignment Citation				Recommendations
		Content				
		Roads Section ID	Unit	Lesson Name	Assessment Name	
Domain: Trigonometry						
Mathematical Reasoning and Problem Solving						
MA.912.T.5.1	Use a variety of problem-solving strategies, such as drawing a diagram, guess-and-check, solving a simpler problem, examining simpler problems, and working backwards, using technology when appropriate.	323098	Consumer Mathematics B Unit 4: Motor Vehicles	Can You Calculate an Expected Interest Rate? Through a text based lesson, students find the interest rate that they will need to be able to purchase a car that they want, given the payment that they can afforrd by using a formula and by "guess-and-check" until they get the result that they need.	Unit 4 Assignment: Motor Vehicles #1 Using multiple choice problems, students will use various methods to approximate the interest rate of a car loan.	

MA.912.T.5.2	Decide whether a solution is reasonable in the context of the original situation.	322528	Consumer Mathematics A Unit 2: Scrutiny of Earning Potential	Comparison of Total Job Packages Through a text based lesson with student practice problems students will analyze compensation packages, including hourly wages with the possibility of overtime versus a salaried position and made decisions on which is the best for their situation.	Unit 2 Assignment: Deductions Using multiple choice questions, students will compare different compensation packages and decide which one offers the best pay.	
Domain: Financial Literacy						
Simple and Compound Interest						
MA.912.F.1.1	Explain the difference between simple and compound interest.	322503 322502	Consumer Mathematics A Unit 3: You Can Take It To The Bank	Just take a little off the top - Part 3 Just Take a Little Off the Top - Part 4 Through text based lessons, students will understand the difference between simple and compound interest and use that understanding to make judgements about saving and borrowing.	Unit 4 Assignment: Savings and Interest Using multiple choice questions, students calculate simple and compound interest and make decisions about when each is appropriate.	

MA.912.F.1.2	Solve problems involving compound interest.	322502	Consumer Mathematics A Unit 2: You Can Take It To The Bank	Just Take a Little Off the Top - Part 4 Through text based lessons, students will use the compound interest formula to compute future values for savings and investments.	Unit 4 Assignment: Savings and Interest Using multiple choice questions, students calculate compound interest.	
Net Present and Net Future Value (NPV and NFV)						
MA.912.F.2.1	Calculate the future value of a given amount of money with and without technology.	322503 322502	Consumer Mathematics A Unit 2: You Can Take It To The Bank	Just take a little off the top - Part 3 Just Take a Little Off the Top - Part 4 Through text based lessons, students will compute simple interest without technology and compound interest with the use of technology.	Unit 4 Assignment: Savings and Interest Using multiple choice questions, students calculate simple and compound interest.	
Loans and Financing						
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	322449 344448 322446	Consumer Mathematics A Unit 7: More about Credit	Credit Cards and Reasons to have them - Part 1 Credit Cards and Reasons to have them - Part 2 Credit Cards: Enjoy the Landscape, but Don't Submerge Through text based lessons, students will analyze the cost of using credit cards and evaluate whether that cost is worthwhile.	Unit 7 Assignment: Credit Cards Using multiple choice questions, students evaluate the cost of using credit cards.	

MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.	322449	Consumer Mathematics A Unit 7: More about Credit	Credit Cards and Reasons to have them - Part 1 Through text based lessons, students will use given interest rates to calculate finance charges.	Unit 7 Assignment: Credit Cards Using multiple choice questions, students calculate finance charges.	
MA.912.F.3.9	Calculate the total amount to be paid over the life of a fixed rate loan.	322501 322499 322498	Consumer Mathematics A Unit 4: Savings, Money, and the "Boss" Bank	Savings Have Interest Appeal - Part 1 Savings Have Interest Appeal - Part 2 Savings Have Interest Appeal - Part 3 Through text based lessons, students will calculate the true cost of purchasing a $110,000 home.	Unit 4 Assignment: Savings and Interest Using multiple choice problems, students will compute the total amount of down payment + payments + interest for a 20 year home loan.	
MA.912.F.3.13	Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.	323138	Consumer Mathematics B Unit 6: Buying a Home Sweet Home	Wow! That Much? Through a text based lesson, students will calculate the total price of a home, including customary closing costs, interest, insurance, and payment.	Buying a Home Assignment #2 Using multiple choice and free response questions, students will compute total monthly payment and total price of purchasing a home.	
MA.912.F.3.17	Compare interest rate calculations and annual percentage rate calculations to distinguish between the two rates.	322446	Consumer Mathematics A Unit 7: More about Credit	Credit Cards: Enjoy the Landscape, but Don't Submerge Pg 1 Through a text based lesson, students compute the effective interest rates due to compounding of interest (annualized percentage rate).	Unit 7 Assignment: Credit Cards Using mulitple choice questions, students will compute the effective annual interest rate on a credit card balance due to compounding of interest.	

Individual Financial Planning						
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.	322439 322438	Consumer Mathematics A Unit 7: More about Credit	Ideas to Aim For and Ideas to Get You There - Part 1 Ideas to Aim For and Ideas to Get You There - Part 1 Through a text based lesson, students will create sample budgets and understand the importance of doing so.	Unit 7 Assignment: Managing Credit Using multiple choice and free response questions, students will create and justify a monthly budget, given various constraints.	
MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.	322521 322520 322501 322499 322498	Consumer Mathematics A Unit 3: You Can Take it to the Bank Unit 4: Savings, Money, and the "Boss" Bank	Checking Account Options - Part 1 Checking Account Options - Part 2 Savings Have Interest Appeal - Part 1 Savings Have Interest Appeal - Part 2 Savings Have Interest Appeal - Part 3 Through text based lessons, students will make decisions on what sort of cash management a person will need based on an individual's needs	Unit 3 Assignment: You Can Take it to the Bank 1 Unit 4 Assignment: Savings and Interest 1 Using multiple choice and free response questions, students will choose appropriate accounts for cash management based on individual needs.	
Domain: Algebra						
BIG IDEA 1						

MA.6.A.1.3	Solve real-world problems involving multiplication and division of fractions and decimals.	322541 323134	Consumer Mathematics A Unit 1: Personal Earnings Consumer Mathematics B Unit 4: Motor Vehicles	Comparison of Regular, Overtime, and Salaried Earnings How Long Will It Take to Pay Off a Loan If …? Through text based lessons, students will make computations using decimals and fractions to compute overtime pay and the time required to pay off a loan if you may extra principal payments.	Unit 1 Assignment: Earnings Unit 4 Assignment: Motor Vehicle Assignment Using multiple choice questions, students will compute earnings based on hourly wages plus overtime wages. They will also compute using a complicated formula, the time required to pay off a loan while making extra princpal payments.	
MA.7.A.1.2	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.	322543	Consumer Mathematics A Unit 1: Personal Earnings	Being Salary Wise Through a text based lesson, students will compute commisions based on a percentage of sales	Unit 1 Assignment: Earnings Using multiple choice questions, students will compute commissions based on a percentages of sales.	
BIG IDEA 3						
MA.6.A.3.1	Write and evaluate mathematical expressions that correspond to given situations.	322517	Consumer Mathematics A Unit 3: You can Take it to the Bank	It All Adds Up - Part 1 Through a text based lesson, students will develop the formula for keeping a running total in a checkbook.	Unit 3 Assignment: You Can Take it to the Bank 1 Using multiple choice questions, students will answer questions about running totals in a checkbook.	

MA.6.A.3.4	Solve problems given a formula.	322491	Consumer Mathematics A Unit 4: Savings, Money, and the "Boss" Bank	Savings Can Save Your Bacon: Part 3 Through a text based lesson, students compute accrued savings with the deposit	Unit 4 Assignment: Saving More Using multiple choice questions, students will compute accrued savings over time with deposits made at the end of a compounding period.	
Number and Operations						
MA.6.A.5.1	Use equivalent forms of fractions, decimals, and percents to solve problems.	322502	Consumer Mathematics A Unit 3: You can Take it to the Bank	Just Take a Little Off the Top - Part 4 Through a text based lesson with student practice problems, students will compute the cost of a loan using compound interest.	Unit 4 Assignment: Savings and Interest Using multiple choice questions, students will calculate interest and time to pay a loan using compound interest.	
MA.6.A.5.3	Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.	323114	Consumer Mathematics B Unit 2: Investments and the Economy	How Do We Find Annual Inflation Rate? Through a text based lesson with student practice problems, students will learn terms such as Annual Inflation Rate and Consumer Price Index and be able to calculate both indices, estimating solutions and comparing them to the actual solutions.	Unit 2 Assignment: Investments and the Economy #2 Using multiple choice questions, students will compute various indices given a table of several year's prices.	

MA.8.A.6.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world	323114	Consumer Mathematics B Unit 2: Investments and the Economy	How Do We Find Annual Inflation Rate? Through a text based lesson with student practice problems, students will learn terms	Unit 2 Assignment: Investments and the Economy #2 Using multiple choice questions, students will compute various indices	
Domain: Statistics						
Data Analysis						
MA.6.S.6.1	Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.	352373	Consumer Mathematics A Unit 8: Life Insurance	Life Insurance Shop Talk – Part 3 In a text-based lesson,	Unit 8 Life Insurance Assignment #1 Using multiple choice	
Domain: Geometry						
Geometry and Measurement						
MA.7.G.4.4	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems.	352374	Unit 5: Preparing for the Worst	Let's Roll In a text-based lesson, students learn to convert kilometers to miles.	Insurance Assignment #3 Using multiple choice questions, students convert kilometers to miles.	
Domain: Reading Standards for Literacy						
Craft and Structure						
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	323123	Consumer Mathematics B Unit 3: Taxes Are Like Good Lemons	Are Taxes Fairly Charged? Through a text based lesson with student practice problems, students will learn terms such as deduction, exemption, head of household, Jointly, Separately and use them to calculate taxes for specific situations	Unit 3 Assignment: Taxes #2 Using multiple choice problems, students will be required to interpret terms such as deduction, exemption, head of household, Jointly, Separately, and others to compute taxes for specific situations.	

LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	323114	Consumer Mathematics B Unit 2: Investments and the Economy	How Do We Find Annual Inflation Rate? Through a text based lesson with student practice problems, students will learn terms such as Annual Inflation Rate and Consumer Price Index and be able to calculate both indices.	Unit 2 Assignment: Investments and the Economy #2 Using multiple choice questions, students will compute various indices given a table of several year's prices.	
Integration of Knowledge and Ideas						
LACC.910.RST.3.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	323133	Consumer Mathematics B Unit 4: Motor Vehicles	What Price Range of Car Can I Afford? Through a text based lesson students will use a formula to determine the price of car that they can afford based on avaible interest rates, length of term of loan, and how much of a payment they can afford.	Unit 4 Assignment: Motor Vehicles #1 Using multiple choice problems, students will compute the amount of loan that they can afford, given a term of loan, and the available interest rate.	
LACC.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	323114	Consumer Mathematics B Unit 2: Investments and the Economy	How Do We Find Annual Inflation Rate? Through a text based lesson with student practice problems, students will learn terms such as Annual Inflation Rate and Consumer Price Index and be able to calculate both indices, estimating solutions and comparing them to the actual solutions.	Unit 2 Assignment: Investments and the Economy #2 Using multiple choice questions, students will compute various indices given a table of several year's prices.	

Alignment Document
Common Core Mathematics

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
CCMA N.RN	**The Real Number Systems**										
	Cluster 1	**Extend the properties of exponents to rational exponents**									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 5^1/3 to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5	**Algebra IA** Unit 1: Variables and Expressions	• Fractional Exponents Pg 1 This standard is taught through a text based lesson. Students learn by example that 25^(1/2) is the same thing as sqrt(25). Students complete interactive practice problems to extend this knowledge.	• Unit 1 Assignment: Exponents and Roots • Unit 1 Test: Exponents and Roots Using multiple choice questions, students will compute rational powers of numbers that have rational solutions.	344217				
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents	**Algebra IA** Unit 1: Variables and Expressions	• Multiplying Monomials Pg 2 In a text based lesson with interactive multimedia presentation and interactive student practice problems, students learn that the properties of exponents, including the product of powers rule, the power of a power rule, and the power of a product rule, apply to rational exponents as well as integral exponents.	• Unit 1 Assignment: Exponents and Roots Using multiple choice questions, students are required to evaluate expressions using fraction exponents. All of these will have integral answers.	344220				
	Cluster 2	**Use properties of rational and irrational numbers.**									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	**Algebra IA** Unit 2: Real Numbers	• Rational Numbers Page 2 In a text based lesson with interactive student practice problems, students are introduced to the concept of closure of a set under various operations, in an informal context.	• Unit 2 Assignment: Rational Numbers and Ordering Numbers • Unit 2 Quiz • Unit 2 Test: Real Numbers Using multiple choice questions, students will determine what kind of answer they will get when performing arithmetic operations on rational and	344241				
N.Q	**Quantities**										
	Cluster 1	**Reason quantitatively and use units to solve problems**									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays	**Algebra IA** Unit 3: Equations	• Solving Problems Involving Distance Page 1 • Solving Rate Problems Page 1 • Solving Work Problems Page 1 In text based lessons that integrate an interactive multimedia presentation, students are shown how to solve problems with questions like "How fast?" or "How far?" or "How long?" which require them to understand what units will be appropriate in the answers.	• Unit 3 Assignment: Solving Problems with Formulas • Unit 3 Test: Equations Using multiple choice questions, students must solve multi-step problems that require the use of proper units in the answer.	344320 344322 344325				
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling	**Algebra IB** Unit 8: Proportion, Percent and Data Representation	• Lines of Regression Pages 2-4 In a teacher-led video based lesson with printable interactive notes, students will determine appropriate units for graphing a specific scatterplot for the purpose of writing a regression equation to describe the behavior of the data. Students are presented with an alternate, text-based explanation of the lesson. Students complete interactive practice problems to ensure understanding.	• Unit 8 Assignment: Scatter Plots • Unit 8 Test: Ratio, Proportion, Percent and Data Representation Using multiple choice questions, students analyze the correlation of data, find a linear regression function, and use that function to determine other values.	347610				

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		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	**Algebra IA** Unit 2: Real Numbers	• Estimation Pages 1-2 In a text based lesson with interactive student practice problems, students are given three methods for estimation and shown that in estimation problems, decimals are omitted for discrete quantities.	• Unit 2 Assignment: Estimation • Unit 2 Test: Real Numbers Using multiple choice questions, students must use various rounding and estimating procedures to arrive at reasonable answers to time/rate/distance problems and monetary problems.	344263				
N.CN	**The Complex Number Systems**										
	Cluster 1	**Perform arithmetic operations with complex numbers**									
		MACC.912.N-CN.1.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real								
		MACC.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers								
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers								
	Cluster 2	**Represent complex numbers and their operations on the complex plane**									
		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number								
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}\,i)^3 = 8$ because $(-1 + \sqrt{3}\,i)$ has modulus 2 and argument 120°								
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints								
	Cluster 3	**Use complex numbers in polynomial identities and equations**									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions								
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$								

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		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials								
N.V	**Vector and Matrix Quantities**										
	Cluster 1	**Represent and Model with Vector Quantities**									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v)								
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point								
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector								
	Cluster 2	**Perform Operations on Vectors**									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes								
		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum								
		MACC.912.N-VM.2.4.c	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise								
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	MACC.912.N-VM.2.5.a	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).								
		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v.Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0)								

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	Cluster 3	**Perform operations on matrices and use matrices in applications**									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network								
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled								
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions								
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties								
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse								
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors								
		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area								
A.SSE	**Seeing Structure in Expressions**										
	Cluster 1	**Interpret the structure of expression**									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	MACC.912.A-SSE.1.1.a	Interpret parts of an expression, such as terms, factors, and coefficients	**Algebra IA** Unit 1: Variables and Expressions	• Algebraic Expressions Pgs 2-4 In a text based lesson with an interactive practice activity and student practice questions, students learn that algebraic expressions are composed of terms, and that terms are composed of coefficients, variables, powers, and constants.	• Unit 1 Assignment: Expressions Using multiple choice questions, students identify terms and coefficients of polynomial expressions.	344187				
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P	**Algebra IB** Unit 4: Exponents	• Problem Solving: Compound Interest Pgs 2-4 In a multimedia with audio based lesson, students compute future values given the amount of the principal, interest rate, and number of compounding periods per year, following the order of operations. Students are presented with an alternate, text-based explanation of the standard. Students are then presented with text based examples and interactive practice problems to complete.	• Unit 4 Assignment: Compound Interest and Depreciation Using multiple choice questions, students compute future values of exponential growth and decay.	347171				
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$	**Algebra IB** Unit 6: Polynomials and Factoring	• Factoring Polynomials - Special Cases Pgs 2-5 In a teacher led video based lesson with printable interactive notes, students are shown how to identify and factor perfect square and difference of squares trinomials. Students are presented with an alternate, text-based explanation of the standard. The lesson continues with text-based examples with step by step solutions, and interactive practice problems.	• Unit 6 Assignment: Factoring Polynomials with GCF and Special Cases Using multiple choice questions, students factor polynomials that are in the form of a^2 – b^2.	347410				
	Cluster 2	**Write expressions in equivalent forms to solve problems**									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								

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	MACC.912.A-SSE.2.3	MACC.912.A-SSE.2.3.a	Factor a quadratic expression to reveal the zeros of the function it defines								
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines								
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as $(1.15^{(1/12)})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%								
		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.								
A.APR	**Arithmetic with Polynomials and Rational Expressions**										
	Cluster 1	**Perform arithmetic operations on polynomials**									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials	**Algebra IB** Unit 6: Polynomials and Factoring	• Adding and Subtracting Polynomials Pgs 2-5 • Multiplying Polynomials Pgs 2-5 In text, graphics, and multimedia presentation based lessons, students learn the concept of closure of the set of polynomials under addition, subtraction, and multination by the fact that when arithmetic operations are performed on polynomials, the result is still a polynomial. Each lesson is accompanied by interactive printable notes and concludes with interactive practice problems.	• Unit 6 Assignment: Polynomials and Adding and Subtracting Polynomials • Unit 6 Assignment: Multiplying Polynomials • Unit 6 Test: Polynomials and Factoring Using multiple choice questions, students will perform operations on polynomials, getting	347369 347388				
	Cluster 2	**Understand the relationship between zeros and factors of polynomials**									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x)								
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial								
	Cluster 3	**Use polynomial identities to solve problems**									
		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples								

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		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x+y)^n$ in powers of *x* and *y* for a positive integer *n*, where *x* and *y* are any numbers, with coefficients determined for example by Pascal's Triangle.								
	Cluster 4	**Rewrite rational expressions**									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system								
		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions								
A.CED	**Creating Equations**										
	Cluster 1	**Create equations that describe numbers or relationships**									
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions	**Algebra IA** Unit 3: Equations Unit 5: Inequalities **Algebra IB** Unit 2: Linear Inequalities Unit 7: Quadratic Equations	• Equations and Problem Solving Pg 1 • Multi-step Inequalities Pg 1 • Problem Solving with Inequalities • Applications of Quadratics This standard is taught through several lessons that include teacher-led videos, multimedia presentations, interactive printable notes, step-by-step textual examples, and interactive practice problems. Students create linear equations and inequalities and quadratic equations to solve problems from various physical situations.	• Unit 3 Assignment: Equations and Problem Solving • Unit 3 Test: Equations • Unit 5 Assignment: Multi-Step and Compound Inequalities Inequalities • Unit 5 Test: Inequalities •Unit 2 Assignment: Writing Linear Inequalities from Graphs and Problem Solving with Inequalities •Unit 2 Test: Linear Inequalities •Unit 7 Assignment: Application of Quadratics •Unit 7 Test: Quadratic Equations.	344289 346188 346983 347550				
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	**Algebra IA** Unit 4: Function and Linear Equations	• Writing Linear Equations Pg 1 • Graphing Linear Equations Pg 1 This standard is taught through lessons which include a multimedia presentation and text-based examples, students will write linear equations to model real world problems. They will graph, using point plotting and slope/intercept and make predictions from such graphs. The lessons include interactive practice problems.	• Unit 4 Assignment: Slope and Writing Linear Equations • Unit 4 Assignment: Graphing Linear Equations • Unit 4 Test: Functions and Linear Equations Using multiple choice and true/false questions, students choose correctly graphed liner equations and make predictions from those graphs and equations.	344338 344340				
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods	**Algebra IB** Unit 3: Equations	• Problem Solving with Systems of Inequalities Through a multimedia with audio based lesson, students are shown how to create graphs of constraints in a modeling context and how to interpret possible solutions. An alternate, text-based explanation of the standard is presented. Students work through step-by-step textual examples and complete interactive practice problems.	• Unit 3 Assignment: Problem Solving with Systems of Inequalities • Unit 3 Test: Systems of Equations Using multiple choice questions, students will demonstrate mastery of solving systems of equations and inequalities.	347030				

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		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R	**Algebra IA** Unit 3: Equations	• Formulas Through a text based lesson with interactive student practice problems, students will solve formulas for given variables.	• Unit 3 Assignment: Solving Problems with Formulas • Unit 3 Test: Equations Using multiple choice questions, students will demonstrate mastery of solving equations for specified variables.	344316				
A.REI	**Reasoning with Equations and Inequalities**										
	Cluster 1	**Understand solving equations as a process of reasoning and explain the reasoning**									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method								
		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise								
	Cluster 2	**Solve equations and inequalities in one variable**									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters	**Algebra IA** Unit 3: Equations Unit 5: Inequalities	• Solving Multi-Step Equations Pg 1 • Formulas • Multi-step Inequalities Pg 1 This standard is taught through lessons that include a multimedia presentation, text-based explanations, and interactive practice problems, students will solve equations using multiple steps, solve formulas for given variables, and set up and solve multi-step inequalities and display the results in various formats.	• Unit 3 Assignment: Solving Problems and Multi-Step Equations • Unit 3 Assignment: Solving Problems with Formulas • Unit 3 Test: Equations • Unit 5 Assignment: Multi-Step and Compound Inequalities • Unit 5 Test: Inequalities Using multiple choice and true/false questions, students will solve equations, literal equations, and inequalities.	344283 344316 346188				
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable								
	MACC.912.A-REI.2.4	MACC.912.A-REI.2.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x-p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form	**Algebra IB** Unit 7: Quadratic Equations	• Solving Quadratics by Completing the Square Pg 1 In a teacher led video based lesson with printable interactive notes, students will use the process of completing the square to solve quadratic equations that cannot be solved by factoring. The process is also presented in an alternate, text-based lesson. The lesson presents examples with step-by-step solutions before allowing students to complete interactive practice problems.					
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.								
	Cluster 3	**Solve systems of equations**									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables	**Algebra IB** Unit 3: Systems of Equations	• Solving Systems of Linear Equations by Graphing Pgs 2-5 • Solving Linear Systems by Substitution Pgs 2-6 • Solving Linear Systems by Elimination - Changing One Equation Pgs 2-5 • Solving Linear Systems by Elimination - Changing Both Equations Pgs 2-9 Through text, teacher-led videos with printable interactive notes, and multimedia based lessons, students will solve a system of linear equations by graphing to produce an approximate solution, then algebraic techniques to find exact solutions. Each method includes a second, text-based lesson to deepen understanding and worked out examples. Students complete interactive practice problems which require them to solve a system of equations using the given method.	• Unit 3 Assignment: Solving Linear Systems by Graphing • Unit 3 Assignment: Solving Systems by Substitution and Elimination • Unit 3 Practice Test: Systems of Equations • Unit 3 Test: Systems of Equations Using multiple choice and true/false questions, students demonstrate mastery of solving systems of equations using various methods.	346987 346999 347009 347014				
		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2+y^2 = 3$								
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable								
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater)								
	Cluster 4	**Represent and solve equations and inequalities graphically**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line)	**Algebra IA** Unit 4: Function and Linear Equations	• Graphing Linear Equations Pg 1 In a text and multimedia with teacher audio based lesson, students will graph equations by selecting various x values, then substituting them into the equation to find the y value. The standard is also presented in a secondary, supplemental lesson. Students follow along as examples are worked out before working on interactive practice problems.	• Unit 4 Assignment: Graphing Linear Equations • Unit 4 Test: Functions and Linear Equations Using multiple choice and free response questions, students will graph linear equations by plotting points.	344340				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	**Algebra IB** Unit 3: Systems of Equations	• Solving Systems of Linear Equations by Graphing Pg 3 • Solving Linear Systems by Substitution Pg 2 Through text based lessons with teacher led videos and printable, interactive notes, students will solve systems of equations by graphing and by substitution. Each lesson also includes a text-based supplemental lesson, as well as worked out example problems and interactive practice.	• Unit 3 Assignment: Solving Systems of Equations by Substitution and Elimination • Unit 3 Test: Systems of Equations	346987 346999				
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes	**Algebra IA** Unit 5: Inequalities **Algebra I B** Unit 3: Systems of Equations	• Graphing Inequalities in Two Variables Pg 1 • Graphing Linear Systems of Inequalities Pgs 2-5 This standard is taught through lessons that include text, video, multimedia presentations, and supplemental instruction. Student learn to graph linear inequalities, including both inclusive and exclusive of the boundary line. Students will then solve a system of linear inequalities. Students complete interactive practice problems.	• Unit 5 Assignment: Inequalities in Two Variables • Unit 5 Test: Inequalities Using multiple choice questions, students demonstrate mastery of graphing linear inequalities. • Unit 3 Assignment: Graphing Linear Systems of Inequalities • Unit 3 Test: Systems of Equations Using multiple choice questions, students choose a correct graph displaying a correctly graphed system of linear inequalities.	346194 347020				
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function notation**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x)	**Algebra IA** Unit 4: Function and Linear Equations	• Functions Pg 1 In a text and multimedia based lesson with teacher audio, students will define functions, find the domain and range relate, and graph the functions. Students will complete interactive practice problems.	• Unit 4 Assignment: Relations, Functions, and Replacement Sets • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students will demonstrate a basic understanding of functions.	344355				
		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context	**Algebra IA** Unit 4: Function and Linear Equations	• Functions Pg 1 In a text and multimedia based lesson, students will evaluate functions by understanding that f(x) essentially replaces y in terms of graphing the function.	• Unit 4 Assignment: Relations, Functions, and Replacement Sets • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students will find function values.	344355				
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.								
	Cluster 2	**Interpret functions that arise in applications in terms of the context**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.								
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.								
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.								
	Cluster 3	**Analyze functions using different representations**									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	**MACC.912.F-IF.3.7.a**	Graph linear and quadratic functions and show intercepts, maxima, and minima								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions								
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude								
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								
	MACC.912.F-IF.3.8	**MACC.912.F-IF.3.8.a**	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context								
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay								
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum								
F.BF	**Building Functions**										
	Cluster 1	**Build a function that models a relationship between two quantities**									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								

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	MACC.912.F-BF.1.1	**MACC.912.F-BF.1.1.a**	Determine an explicit expression, a recursive process, or steps for calculation from a context	**Algebra IA** Unit 4: Function and Linear Equations	• Number Patterns Pg 1 In a text based lesson with student practice problems, students identify the process by which a sequence is derived.	• Unit 4 Assignment: Patterns and Sequences • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students identify how a sequence of numbers is generated.	344351				
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model								
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time								
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	**Algebra IA** Unit 4: Function and Linear Equations **Algebra IB** Unit 4: Exponents	• Arithmetic Sequences Pg 1 In a text based lesson with student practice problems, students identify arithmetic sequences and use explicit formulas to find specific terms • Geometric Sequences Pgs 2-4 In a multimedia presentation with teacher audio based lesson with multimedia presentations with student practice problems, students will express arithmetic and geometric sequences both recursively and explicitly.	• Unit 4 Assignment: Patterns and Sequences • Unit 4 Test: Functions and Linear Equations • Unit 4 Assignment: Geometric Sequences • Unit 4 Test: Exponents Using multiple choice questions, students must find specified terms of both arithmetic and geometric sequences given in recursive and explicit form.	344352 348552				
	Cluster 2	**Build new functions from existing functions**									
		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them								
		MACC.912.F-BF.2.4	Find inverse functions.								
	MACC.912.F-BF.2.4	**MACC.912.F-BF.2.4.a**	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$								
		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another								
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse								
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain								

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		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent								
F.LE	**Linear, Quadratic, and Exponential Models**										
	Cluster 1	**Construct and compare linear, quadratic, and exponential models and solve problems**									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	MACC.912.F-LE.1.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals								
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another	**Algebra IA** Unit 4: Function and Linear Equations	• Writing Linear Equations Pg 1 In a text based lesson with a multimedia presentation with teacher audio and interactive student practice problems, students identify situations in which a given quantity changes at a constant rate, based on another quantity.	• Unit 4 Assignment: Slope and Writing Linear Equations • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students identify what situations define linear relationships.	344338				
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another	**Algebra IB** Unit 4: Exponents	• Exponential Growth and Decay Pg 3 In a multimedia with teacher audio and example problem based lesson with interactive practice problems, students identify exponential growth and decay functions visually and find specific values of exponential functions.	• Unit 4 Assignment: Exponential Growth and Decay • Unit 4 Test: Exponents Using multiple choice equations, students identify exponential growth and decay functions.	347160				
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)	**Algebra IA** Unit 4: Function and Linear Equations **Algebra IB** Unit 2: Linear Inequalities	• Writing Linear Equations Pg 1 • A Review of Writing Linear Equations from a Graph of a Line Pgs 2-5 This standard is taught through lessons that include a multimedia presentation with teacher audio, a teacher-led video based lesson with printable interactive notes, supplemental instruction, text-based examples, and student practice problems. Students identify situations in which a given quantity changes at a constant rate, based on another quantity, and review previously learned material on writing the equation of a line given the graph of the line.	• Unit 4 Assignment: Slope and Writing Linear Equations • Unit 4 Test: Functions and Linear Equations Unit 2 Assignment: Writing and Graphing Linear Equations Unit 2 Test: Linear Inequalities	344338 346958				
		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function								
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology								

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	Cluster 2	**Interpret expressions for functions in terms of the situation they model**									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context	**Algebra IA** Unit 4: Function and Linear Equations	• Linear Patterns pg 1 In a text based lesson with examples and student practice problems, students examine functions that create linear patterns.	• Unit 4 Assignment: Patterns and sequences • Unit 4 Test: Functions and Linear Equations	344353				
F.TF	**Trigonometric Functions**										
	Cluster 1	**Extend the domain of trigonometric functions using the unit circle**									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.								
		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle								
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π−x, π+x, and 2π−x in terms of their values for x, where x is any real number								
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions								
	Cluster 2	**Model periodic phenomena with trigonometric functions**									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.								
		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.								
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.								
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.								
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.								
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc								

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		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).								
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself								
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.								
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another								
	Cluster 2	Understand congruence in terms of rigid motions									
		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent								
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.								
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions								
	Cluster 3	Prove geometric theorems									
		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints								
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.								

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		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.								
	Cluster 4	Make geometric constructions									
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.								
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle								
G.SRT	Similarity, Right Triangles, and Trigonometry										
	Cluster 1	Understand similarity in terms of similarity transformations									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged								
		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.								
		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides								
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar								
	Cluster 2	Prove theorems involving similarity									
		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.								
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures								
	Cluster 3	Define trigonometric ratios and solve problems involving right triangles									

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		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles								
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles								
		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.								
	Cluster 4	**Apply trigonometry to general triangles**									
		MACC.912.G-SRT.4.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side								
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems								
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces								
G.C	**Circles**										
	Cluster 1	**Understand and apply theorems about circles**									
		MACC.912.G-C.1.1	Prove that all circles are similar								
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.								
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle								
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle								
	Cluster 2	**Find arc lengths and areas of sectors of circles**									
		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector								
G.GPE	**Expressing Geometric Properties with Equations**										

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
	Cluster 1	**Translate between the geometric description and the equation for a conic section**									
		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation								
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix								
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant								
	Cluster 2	**Use coordinates to prove simple geometric theorems algebraically**									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)								
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point)								
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio								
		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.								
G.GMD	**Geometric Measurement and Dimension**										
	Cluster 1	**Explain volume formulas and use them to solve problems**									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments								
		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures								

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		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.								
	Cluster 2	Visualize relationships between two dimensional and three dimensional objects									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects								
G.MG	Modeling with Geometry										
	Cluster 1	Apply geometric concepts in modeling situations									
		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).								
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).								
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).								
S.ID	Interpreting Categorical and Quantitative Data										
	Cluster 1	Summarize, represent, and interpret data on a single count or measurement variable									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)	**Algebra IB** Unit 8: Proportion, Percent and Data Representation	• Histograms Pgs 2-4 • Scatter Plots Pgs 2-4 • Lines of Regression Pgs 2-4 • Box and Whisker Plots Pgs 2-4 This standard is taught through lessons that include teacher-led video based lessons with printable interactive notes, supplemental textual instruction, examples and interactive student practice problems. Students learn how to represent data on a number line with histograms, scatter plots, and box plots.	• Unit 8 Assignment: Scatter Plots • Unit 8 Assignment: Box and Whisker Plots • Unit 8 Test: Ratio, Proportion, Percent and Data Representation Using multiple choice questions, students choose the correct plot to represent given data, the kind of correlation that exists in the data, and how to make decisions based on the data.	348555 347606 347610 347623				
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	Summarize, represent, and interpret data on two categorical and quantitative variables									

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		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association	**Algebra IB** Unit 8: Proportion, Percent and Data Representation	• Lines of Regression Pgs 2-4 In a teacher-led video based lesson with printable interactive notes, text-based examples, and interactive student practice problems, students will determine a line of best fit manually, and use that equation to estimate other values of the function.	• Unit 8 Assignment: Scatter Plots • Unit 8 Test: Ratio, Proportion, Percent and Data Representation Using multiple choice questions, students analyze the correlation of data, find a linear regression function, and use that function to determine other values of the function.	349869				
	Cluster 3	Interpret linear models									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								
		MACC.912.S-ID.3.9	Distinguish between correlation and causation								
S.IC	Making Inferences and Justifying Conclusions										
	Cluster 1	Understand and evaluate random processes underlying statistical experiments									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data	**Algebra IA** Unit 1: Variables and Expressions	• Tables and Graphs Pgs 1-2 In a text based lesson with examples and student practice problems, students interpret minimum wage compared to buying power for that wage from 1955 to 2005 to see how the two relate.	• Unit 1 Assignment: Data and Statistics • Unit 1 Test: Variables and Expressions Using multiple choice questions, students interpret data given in bar graphs, circle graphs, and line graphs	344229				
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability and use them to interpret data**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not")								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent								

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		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								
		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer								
	Cluster 2	**Use the rules of probability to compute probabilities of compound events in a uniform probability mode**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve problems**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								

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	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant								
		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									
		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.								
	Cluster 2	**Reason abstractly and quantitatively.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and								
	Cluster 3	**Construct viable arguments and critique the reasoning of others.**									
		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or								
	Cluster 4	**Model with mathematics.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their								
	Cluster 5	**Use appropriate tools strategically.**									
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When								
	Cluster 6	**Attend to precision.**									

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		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.								
	Cluster 7	Look for and make use of structure.									
		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as								
	Cluster 8	Look for and express regularity in repeated reasoning.									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain								

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Common Core Mathematics

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
CCMA N.RN	**The Real Number Systems**										
	Cluster 1	**Extend the properties of exponents to rational exponents**									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 5^1/3 to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5	**Algebra IA** Unit 1: Variables and Expressions	• Fractional Exponents Pg 1 This standard is taught through a text based lesson. Students learn by example that 25^(1/2) is the same thing as sqrt(25). Students complete interactive practice problems to extend this knowledge.	• Unit 1 Assignment: Exponents and Roots • Unit 1 Test: Exponents and Roots Using multiple choice questions, students will compute rational powers of numbers that have rational solutions.	344217				
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents	**Algebra IA** Unit 1: Variables and Expressions	• Multiplying Monomials Pg 2 In a text based lesson with interactive multimedia presentation and interactive student practice problems, students learn that the properties of exponents, including the product of powers rule, the power of a power rule, and the power of a product rule, apply to rational exponents as well as integral exponents.	• Unit 1 Assignment: Exponents and Roots Using multiple choice questions, students are required to evaluate expressions using fraction exponents. All of these will have integral answers.	344220				
	Cluster 2	**Use properties of rational and irrational numbers.**									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	**Algebra IA** Unit 2: Real Numbers	• Rational Numbers Page 2 In a text based lesson with interactive student practice problems, students are introduced to the concept of closure of a set under various operations, in an informal context.	• Unit 2 Assignment: Rational Numbers and Ordering Numbers • Unit 2 Quiz • Unit 2 Test: Real Numbers Using multiple choice questions, students will determine what kind of answer they will get when performing arithmetic operations on rational and	344241				
N.Q	**Quantities**										
	Cluster 1	**Reason quantitatively and use units to solve problems**									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays	**Algebra IA** Unit 3: Equations	• Solving Problems Involving Distance Page 1 • Solving Rate Problems Page 1 • Solving Work Problems Page 1 In text based lessons that integrate an interactive multimedia presentation, students are shown how to solve problems with questions like "How fast?" or "How far?" or "How long?" which require them to understand what units will be appropriate in the answers.	• Unit 3 Assignment: Solving Problems with Formulas • Unit 3 Test: Equations Using multiple choice questions, students must solve multi-step problems that require the use of proper units in the answer.	344320 344322 344325				
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling	**Algebra IB** Unit 8: Proportion, Percent and Data Representation	• Lines of Regression Pages 2-4 In a teacher-led video based lesson with printable interactive notes, students will determine appropriate units for graphing a specific scatterplot for the purpose of writing a regression equation to describe the behavior of the data. Students are presented with an alternate, text-based explanation of the lesson. Students complete interactive practice problems to ensure understanding.	• Unit 8 Assignment: Scatter Plots • Unit 8 Test: Ratio, Proportion, Percent and Data Representation Using multiple choice questions, students analyze the correlation of data, find a linear regression function, and use that function to determine other values.	347610				

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		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	**Algebra IA** Unit 2: Real Numbers	• Estimation Pages 1-2 In a text based lesson with interactive student practice problems, students are given three methods for estimation and shown that in estimation problems, decimals are omitted for discrete quantities.	• Unit 2 Assignment: Estimation • Unit 2 Test: Real Numbers Using multiple choice questions, students must use various rounding and estimating procedures to arrive at reasonable answers to time/rate/distance problems and monetary problems.	344263				
N.CN	**The Complex Number Systems**										
	Cluster 1	**Perform arithmetic operations with complex numbers**									
		MACC.912.N-CN.1.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real								
		MACC.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers								
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers								
	Cluster 2	**Represent complex numbers and their operations on the complex plane**									
		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number								
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}\,i)^3 = 8$ because $(-1 + \sqrt{3}\,i)$ has modulus 2 and argument 120°								
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints								
	Cluster 3	**Use complex numbers in polynomial identities and equations**									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions								
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$								

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		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials								
N.V	**Vector and Matrix Quantities**										
	Cluster 1	**Represent and Model with Vector Quantities**									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v)								
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point								
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector								
	Cluster 2	**Perform Operations on Vectors**									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes								
		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum								
		MACC.912.N-VM.2.4.c	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise								
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	MACC.912.N-VM.2.5.a	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).								
		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v.Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).								

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	Cluster 3	**Perform operations on matrices and use matrices in applications**									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network								
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled								
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions								
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties								
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse								
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors								
		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area								
A.SSE	**Seeing Structure in Expressions**										
	Cluster 1	**Interpret the structure of expression**									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	MACC.912.A-SSE.1.1.a	Interpret parts of an expression, such as terms, factors, and coefficients	**Algebra IA** Unit 1: Variables and Expressions	• Algebraic Expressions Pgs 2-4 In a text based lesson with an interactive practice activity and student practice questions, students learn that algebraic expressions are composed of terms, and that terms are composed of coefficients, variables, powers, and constants.	• Unit 1 Assignment: Expressions Using multiple choice questions, students identify terms and coefficients of polynomial expressions.	344187				
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P	**Algebra IB** Unit 4: Exponents	• Problem Solving: Compound Interest Pgs 2-4 In a multimedia with audio based lesson, students compute future values given the amount of the principal, interest rate, and number of compounding periods per year, following the order of operations. Students are presented with an alternate, text-based explanation of the standard. Students are then presented with text based examples and interactive practice problems to complete.	• Unit 4 Assignment: Compound Interest and Depreciation Using multiple choice questions, students compute future values of exponential growth and decay.	347171				
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$	**Algebra IB** Unit 6: Polynomials and Factoring	• Factoring Polynomials - Special Cases Pgs 2-5 In a teacher led video based lesson with printable interactive notes, students are shown how to identify and factor perfect square and difference of squares trinomials. Students are presented with an alternate, text-based explanation of the standard. The lesson continues with text-based examples with step by step solutions, and interactive practice problems.	• Unit 6 Assignment: Factoring Polynomials with GCF and Special Cases Using multiple choice questions, students factor polynomials that are in the form of a^2– b^2.	347410				
	Cluster 2	**Write expressions in equivalent forms to solve problems**									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								

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	MACC.912.A-SSE.2.3	MACC.912.A-SSE.2.3.a	Factor a quadratic expression to reveal the zeros of the function it defines								
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines								
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.15^{(1/12)})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%								
		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.								
A.APR	**Arithmetic with Polynomials and Rational Expressions**										
	Cluster 1	**Perform arithmetic operations on polynomials**									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials	**Algebra IB** Unit 6: Polynomials and Factoring	• Adding and Subtracting Polynomials Pgs 2-5 • Multiplying Polynomials Pgs 2-5 In text, graphics, and multimedia presentation based lessons, students learn the concept of closure of the set of polynomials under addition, subtraction, and multination by the fact that when arithmetic operations are performed on polynomials, the result is still a polynomial. Each lesson is accompanied by interactive printable notes and concludes with interactive practice problems.	• Unit 6 Assignment: Polynomials and Adding and Subtracting Polynomials • Unit 6 Assignment: Multiplying Polynomials • Unit 6 Test: Polynomials and Factoring Using multiple choice questions, students will perform operations on polynomials, getting	347369 347388				
	Cluster 2	**Understand the relationship between zeros and factors of polynomials**									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x)								
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial								
	Cluster 3	**Use polynomial identities to solve problems**									
		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x+y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.								
	Cluster 4	**Rewrite rational expressions**									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system								
		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions								
A.CED	**Creating Equations**										
	Cluster 1	**Create equations that describe numbers or relationships**									
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions	**Algebra IA** Unit 3: Equations Unit 5: Inequalities **Algebra IB** Unit 2: Linear Inequalities Unit 7: Quadratic Equations	• Equations and Problem Solving Pg 1 • Multi-step Inequalities Pg 1 • Problem Solving with Inequalities • Applications of Quadratics This standard is taught through several lessons that include teacher-led videos, multimedia presentations, interactive printable notes, step-by-step textual examples, and interactive practice problems. Students create linear equations and inequalities and quadratic equations to solve problems from various physical situations.	• Unit 3 Assignment: Equations and Problem Solving • Unit 3 Test: Equations • Unit 5 Assignment: Multi-Step and Compound Inequalities Inequalities • Unit 5 Test: Inequalities •Unit 2 Assignment: Writing Linear Inequalities from Graphs and Problem Solving with Inequalities •Unit 2 Test: Linear Inequalities •Unit 7 Assignment: Application of Quadratics •Unit 7 Test: Quadratic Equations.	344289 346188 346983 347550				
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	**Algebra IA** Unit 4: Function and Linear Equations	• Writing Linear Equations Pg 1 • Graphing Linear Equations Pg 1 This standard is taught through lessons which include a multimedia presentation and text-based examples, students will write linear equations to model real world problems. They will graph, using point plotting and slope/intercept and make predictions from such graphs. The lessons include interactive practice problems.	• Unit 4 Assignment: Slope and Writing Linear Equations • Unit 4 Assignment: Graphing Linear Equations • Unit 4 Test: Functions and Linear Equations Using multiple choice and true/false questions, students choose correctly graphed liner equations and make predictions from those graphs and equations.	344338 344340				
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods	**Algebra IB** Unit 3: Equations	• Problem Solving with Systems of Inequalities Through a multimedia with audio based lesson, students are shown how to create graphs of constraints in a modeling context and how to interpret possible solutions. An alternate, text-based explanation of the standard is presented. Students work through step-by-step textual examples and complete interactive practice problems.	• Unit 3 Assignment: Problem Solving with Systems of Inequalities • Unit 3 Test: Systems of Equations Using multiple choice questions, students will demonstrate mastery of solving systems of equations and inequalities.	347030				

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		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R	**Algebra IA** Unit 3: Equations	• Formulas Through a text based lesson with interactive student practice problems, students will solve formulas for given variables.	• Unit 3 Assignment: Solving Problems with Formulas • Unit 3 Test: Equations Using multiple choice questions, students will demonstrate mastery of solving equations for specified variables.	344316				
A.REI	**Reasoning with Equations and Inequalities**										
	Cluster 1	**Understand solving equations as a process of reasoning and explain the reasoning**									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method								
		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise								
	Cluster 2	**Solve equations and inequalities in one variable**									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters	**Algebra IA** Unit 3: Equations Unit 5: Inequalities	• Solving Multi-Step Equations Pg 1 • Formulas • Multi-step Inequalities Pg 1 This standard is taught through lessons that include a multimedia presentation, text-based explanations, and interactive practice problems, students will solve equations using multiple steps, solve formulas for given variables, and set up and solve multi-step inequalities and display the results in various formats.	• Unit 3 Assignment: Solving Problems and Multi-Step Equations • Unit 3 Assignment: Solving Problems with Formulas • Unit 3 Test: Equations • Unit 5 Assignment: Multi-Step and Compound Inequalities • Unit 5 Test: Inequalities Using multiple choice and true/false questions, students will solve equations, literal equations, and inequalities.	344283 344316 346188				
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable								
	MACC.912.A-REI.2.4	MACC.912.A-REI.2.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x-p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form	**Algebra IB** Unit 7: Quadratic Equations	• Solving Quadratics by Completing the Square Pg 1 In a teacher led video based lesson with printable interactive notes, students will use the process of completing the square to solve quadratic equations that cannot be solved by factoring. The process is also presented in an alternate, text-based lesson. The lesson presents examples with step-by-step solutions before allowing students to complete interactive practice problems.					
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.								
	Cluster 3	**Solve systems of equations**									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables	**Algebra IB** Unit 3: Systems of Equations	• Solving Systems of Linear Equations by Graphing Pgs 2-5 • Solving Linear Systems by Substitution Pgs 2-6 • Solving Linear Systems by Elimination - Changing One Equation Pgs 2-5 • Solving Linear Systems by Elimination - Changing Both Equations Pgs 2-9 Through text, teacher-led videos with printable interactive notes, and multimedia based lessons, students will solve a system of linear equations by graphing to produce an approximate solution, then algebraic techniques to find exact solutions. Each method includes a second, text-based lesson to deepen understanding and worked out examples. Students complete interactive practice problems which require them to solve a system of equations using the given method.	• Unit 3 Assignment: Solving Linear Systems by Graphing • Unit 3 Assignment: Solving Systems by Substitution and Elimination • Unit 3 Practice Test: Systems of Equations • Unit 3 Test: Systems of Equations Using multiple choice and true/false questions, students demonstrate mastery of solving systems of equations using various methods.	346987 346999 347009 347014				
		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2+y^2 = 3$								
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable								
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater)								
	Cluster 4	**Represent and solve equations and inequalities graphically**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line)	**Algebra IA** Unit 4: Function and Linear Equations	• Graphing Linear Equations Pg 1 In a text and multimedia with teacher audio based lesson, students will graph equations by selecting various x values, then substituting them into the equation to find the y value. The standard is also presented in a secondary, supplemental lesson. Students follow along as examples are worked out before working on interactive practice problems.	• Unit 4 Assignment: Graphing Linear Equations • Unit 4 Test: Functions and Linear Equations Using multiple choice and free response questions, students will graph linear equations by plotting points.	344340				

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		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	**Algebra IB** Unit 3: Systems of Equations	• Solving Systems of Linear Equations by Graphing Pg 3 • Solving Linear Systems by Substitution Pg 2 Through text based lessons with teacher led videos and printable, interactive notes, students will solve systems of equations by graphing and by substitution. Each lesson also includes a text-based supplemental lesson, as well as worked out example problems and interactive practice.	• Unit 3 Assignment: Solving Systems of Equations by Substitution and Elimination • Unit 3 Test: Systems of Equations	346987 346999				
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes	**Algebra IA** Unit 5: Inequalities **Algebra I B** Unit 3: Systems of Equations	• Graphing Inequalities in Two Variables Pg 1 • Graphing Linear Systems of Inequalities Pgs 2-5 This standard is taught through lessons that include text, video, multimedia presentations, and supplemental instruction. Student learn to graph linear inequalities, including both inclusive and exclusive of the boundary line. Students will then solve a system of linear inequalities. Students complete interactive practice problems.	• Unit 5 Assignment: Inequalities in Two Variables • Unit 5 Test: Inequalities Using multiple choice questions, students demonstrate mastery of graphing linear inequalities. • Unit 3 Assignment: Graphing Linear Systems of Inequalities • Unit 3 Test: Systems of Equations Using multiple choice questions, students choose a correct graph displaying a correctly graphed system of linear inequalities.	346194 347020				
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function notation**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x)	**Algebra IA** Unit 4: Function and Linear Equations	• Functions Pg 1 In a text and multimedia based lesson with teacher audio, students will define functions, find the domain and range relate, and graph the functions. Students will complete interactive practice problems.	• Unit 4 Assignment: Relations, Functions, and Replacement Sets • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students will demonstrate a basic understanding of functions.	344355				
		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context	**Algebra IA** Unit 4: Function and Linear Equations	• Functions Pg 1 In a text and multimedia based lesson, students will evaluate functions by understanding that f(x) essentially replaces y in terms of graphing the function.	• Unit 4 Assignment: Relations, Functions, and Replacement Sets • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students will find function values.	344355				
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.								
	Cluster 2	**Interpret functions that arise in applications in terms of the context**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.								
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.								
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.								
	Cluster 3	**Analyze functions using different representations**									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	MACC.912.F-IF.3.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima								

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		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions								
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude								
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								
	MACC.912.F-IF.3.8	MACC.912.F-IF.3.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context								
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay								
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum								
F.BF	**Building Functions**										
	Cluster 1	**Build a function that models a relationship between two quantities**									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								

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	MACC.912.F-BF.1.1	MACC.912.F-BF.1.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context	**Algebra IA** Unit 4: Function and Linear Equations	• Number Patterns Pg 1 Through a text based lesson with student practice problems, students identify the process by which a sequence is derived.	• Unit 4 Assignment: Patterns and Sequences • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students identify how a sequence of numbers is generated.	344351				
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model								
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time								
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	**Algebra IA** Unit 4: Function and Linear Equations **Algebra IB** Unit 4. Exponents	• Arithmetic Sequences Pg 1 In a text based lesson with student practice problems, students identify arithmetic sequences and use explicit formulas to find specific terms • Geometric Sequences Pgs 2-4 In a multimedia presentation with teacher audio based lesson with multimedia presentations with student practice problems, students will express arithmetic and geometric sequences both recursively and explicitly.	• Unit 4 Assignment: Patterns and Sequences • Unit 4 Test: Functions and Linear Equations • Unit 4 Assignment: Geometric Sequences • Unit 4 Test: Exponents Using multiple choice questions, students must find specified terms of both arithmetic and geometric sequences given in recursive and explicit form.	344352 348552				
	Cluster 2	**Build new functions from existing functions**									
		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them								
		MACC.912.F-BF.2.4	Find inverse functions.								
	MACC.912.F-BF.2.4	MACC.912.F-BF.2.4.a	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$								
		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another								
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse								
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain								

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		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent								
F.LE	**Linear, Quadratic, and Exponential Models**										
	Cluster 1	**Construct and compare linear, quadratic, and exponential models and solve problems**									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	**MACC.912.F-LE.1.1.a**	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals								
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another	**Algebra IA** Unit 4: Function and Linear Equations	• Writing Linear Equations Pg 1 In a text based lesson with a multimedia presentation with teacher audio and interactive student practice problems, students identify situations in which a given quantity changes at a constant rate, based on another quantity.	• Unit 4 Assignment: Slope and Writing Linear Equations • Unit 4 Test: Functions and Linear Equations Using multiple choice questions, students identify what situations define linear relationships.	344338				
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another	**Algebra IB** Unit 4: Exponents	• Exponential Growth and Decay Pg 3 In a multimedia with teacher audio and example problem based lesson with interactive practice problems, students identify exponential growth and decay functions visually and find specific values of exponential functions.	• Unit 4 Assignment: Exponential Growth and Decay • Unit 4 Test: Exponents Using multiple choice equations, students identify exponential growth and decay functions.	347160				
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)	**Algebra IA** Unit 4: Function and Linear Equations **Algebra IB** Unit 2: Linear Inequalities	• Writing Linear Equations Pg 1 • A Review of Writing Linear Equations from a Graph of a Line Pgs 2-5 This standard is taught through lessons that include a multimedia presentation with teacher audio, a teacher-led video based lesson with printable interactive notes, supplemental instruction, text-based examples, and student practice problems. Students identify situations in which a given quantity changes at a constant rate, based on another quantity, and review previously learned material on writing the equation of a line given the graph of the line.	• Unit 4 Assignment: Slope and Writing Linear Equations • Unit 4 Test: Functions and Linear Equations Unit 2 Assignment: Writing and Graphing Linear Equations Unit 2 Test: Linear Inequalities	344338 346958				
		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function								
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
	Cluster 2	**Interpret expressions for functions in terms of the situation they model**									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context	**Algebra IA** Unit 4: Function and Linear Equations	• Linear Patterns pg 1 In a text based lesson with examples and student practice problems, students examine functions that create linear patterns.	• Unit 4 Assignment: Patterns and sequences • Unit 4 Test: Functions and Linear Equations	344353				
F.TF	**Trigonometric Functions**										
	Cluster 1	**Extend the domain of trigonometric functions using the unit circle**									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.								
		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle								
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π−x, π+x, and 2π−x in terms of their values for x, where x is any real number								
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions								
	Cluster 2	**Model periodic phenomena with trigonometric functions**									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.								
		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.								
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.								
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.								
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.								
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc								

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		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).								
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself								
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.								
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another								
	Cluster 2	Understand congruence in terms of rigid motions									
		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent								
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.								
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions								
	Cluster 3	Prove geometric theorems									
		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints								
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.								

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		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.								
	Cluster 4	Make geometric constructions									
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.								
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle								
G.SRT	Similarity, Right Triangles, and Trigonometry										
	Cluster 1	Understand similarity in terms of similarity transformations									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged								
		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.								
		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides								
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar								
	Cluster 2	Prove theorems involving similarity									
		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.								
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures								
	Cluster 3	Define trigonometric ratios and solve problems involving right triangles									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles								
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles								
		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.								
	Cluster 4	Apply trigonometry to general triangles									
		MACC.912.G-SRT.4.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side								
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems								
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces								
G.C	Circles										
	Cluster 1	Understand and apply theorems about circles									
		MACC.912.G-C.1.1	Prove that all circles are similar								
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.								
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle								
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle								
	Cluster 2	Find arc lengths and areas of sectors of circles									
		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector								
G.GPE	Expressing Geometric Properties with Equations										

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
	Cluster 1	Translate between the geometric description and the equation for a conic section									
		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation								
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix								
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant								
	Cluster 2	Use coordinates to prove simple geometric theorems algebraically									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)								
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point)								
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio								
		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.								
G.GMD	Geometric Measurement and Dimension										
	Cluster 1	Explain volume formulas and use them to solve problems									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments								
		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.								
	Cluster 2	**Visualize relationships between two dimensional and three dimensional objects**									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects								
G.MG	**Modeling with Geometry**										
	Cluster 1	**Apply geometric concepts in modeling situations**									
		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).								
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).								
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).								
S.ID	**Interpreting Categorical and Quantitative Data**										
	Cluster 1	**Summarize, represent, and interpret data on a single count or measurement variable**									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)	**Algebra IB** Unit 8: Proportion, Percent and Data Representation	• Histograms Pgs 2-4 • Scatter Plots Pgs 2-4 • Lines of Regression Pgs 2-4 • Box and Whisker Plots Pgs 2-4 This standard is taught through lessons that include teacher-led video based lessons with printable interactive notes, supplemental textual instruction, examples and interactive student practice problems. Students learn how to represent data on a number line with histograms, scatter plots, and box plots.	• Unit 8 Assignment: Scatter Plots • Unit 8 Assignment: Box and Whisker Plots • Unit 8 Test: Ratio, Proportion, Percent and Data Representation Using multiple choice questions, students choose the correct plot to represent given data, the kind of correlation that exists in the data, and how to make decisions based on the data.	348555 347606 347610 347623				
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	**Summarize, represent, and interpret data on two categorical and quantitative variables**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	**MACC.912.S-ID.2.6.a**	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association	**Algebra IB** Unit 8: Proportion, Percent and Data Representation	• Lines of Regression Pgs 2-4 In a teacher-led video based lesson with printable interactive notes, text-based examples, and interactive student practice problems, students will determine a line of best fit manually, and use that equation to estimate other values of the function.	• Unit 8 Assignment: Scatter Plots • Unit 8 Test: Ratio, Proportion, Percent and Data Representation Using multiple choice questions, students analyze the correlation of data, find a linear regression function, and use that function to determine other values of the function.	349869				
	Cluster 3	**Interpret linear models**									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								
		MACC.912.S-ID.3.9	Distinguish between correlation and causation								
S.IC	**Making Inferences and Justifying Conclusions**										
	Cluster 1	**Understand and evaluate random processes underlying statistical experiments**									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data	**Algebra IA** Unit 1: Variables and Expressions	• Tables and Graphs Pgs 1-2 In a text based lesson with examples and student practice problems, students interpret minimum wage compared to buying power for that wage from 1955 to 2005 to see how the two relate.	• Unit 1 Assignment: Data and Statistics • Unit 1 Test: Variables and Expressions Using multiple choice questions, students interpret data given in bar graphs, circle graphs, and line graphs	344229				
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability and use them to interpret data**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not")								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent								

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		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								
		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer								
	Cluster 2	**Use the rules of probability to compute probabilities of compound events in a uniform probability mode**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve problems**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								

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	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant								
		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									
		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.								
	Cluster 2	**Reason abstractly and quantitatively.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and								
	Cluster 3	**Construct viable arguments and critique the reasoning of others.**									
		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or								
	Cluster 4	**Model with mathematics.**									

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		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their								
	Cluster 5	**Use appropriate tools strategically.**									
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When								
	Cluster 6	**Attend to precision.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.								
	Cluster 7	Look for and make use of structure.									
		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as								
	Cluster 8	Look for and express regularity in repeated reasoning.									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain								

Alignment Document
Common Core Mathematics

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CCMA N.RN	**The Real Number Systems**										
	Cluster 1	**Extend the properties of exponents to rational exponents**									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.								
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents								
	Cluster 2	**Use properties of rational and irrational numbers.**									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.								
N.Q	**Quantities**										
	Cluster 1	**Reason quantitatively and use units to solve problems**									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays								
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling								
		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities								
N.CN	**The Complex Number Systems**										
	Cluster 1	**Perform arithmetic operations with complex numbers**									
		MACC.912.N-CN.1.1	Know there is a complex number i such that $i^2 = –1$, and every complex number has the form $a + bi$ with a and b real								
		MACC.912.N-CN.1.2	Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers								
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers								
	Cluster 2	**Represent complex numbers and their operations on the complex plane**									
		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number								
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(–1 + \sqrt{3}\,i)^3 = 8$ because $(–1 + \sqrt{3}\,i)$ has modulus 2 and argument 120°								
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints								
	Cluster 3	**Use complex numbers in polynomial identities and equations**									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions								
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$								
		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials								
N.V	**Vector and Matrix Quantities**										
	Cluster 1	**Represent and Model with Vector Quantities**									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, $|v|$, $\|v\|$, $\mathbf{v}$)								
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point								
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector								
	Cluster 2	**Perform Operations on Vectors**									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes								
		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum								
		MACC.912.N-VM.2.4.c	Understand vector subtraction $v – w$ as $v + (–w)$, where $–w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise								
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	MACC.912.N-VM.2.5.a	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$								

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		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using $\|cv\| = \|c\|v$. Compute the direction of cv knowing that when $\|c\|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$)								
	Cluster 3	**Perform operations on matrices and use matrices in applications**									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network								
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled								
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions								
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties								
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse								
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors								
		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area								
A.SSE	**Seeing Structure in Expressions**										
	Cluster 1	**Interpret the structure of expression**									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	MACC.912.A-SSE.1.1.a	Interpret parts of an expression, such as terms, factors, and coefficients								
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P								
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.								
	Cluster 2	**Write expressions in equivalent forms to solve problems**									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								
	MACC.912.A-SSE.2.3	MACC.912.A-SSE.2.3.a	Factor a quadratic expression to reveal the zeros of the function it defines								
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines								
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{(0.5)})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.								
		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.								
A.APR	**Arithmetic with Polynomials and Rational Expressions**										
	Cluster 1	**Perform arithmetic operations on polynomials**									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials								
	Cluster 2	**Understand the relationship between zeros and factors of polynomials**									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$								
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial								
	Cluster 3	**Use polynomial identities to solve problems**									
		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples								
		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x+ y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.								
	Cluster 4	**Rewrite rational expressions**									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system								
		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions								
A.CED	**Creating Equations**										
	Cluster 1	**Create equations that describe numbers or relationships**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions								
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales								
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods								
		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R								
A.REI	**Reasoning with Equations and Inequalities**										
	Cluster 1	**Understand solving equations as a process of reasoning and explain**									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method	**Geometry A** Unit 2: Reasoning in Geometry	• Proof Through a text based lesson with interactive practice problems, students will justify reasons for each step in the solution of a first order equation.	• Unit 2 Activity: Algebraic Proofs • Unit 2 Test: Proof Using free response worksheet problems and multiple choice questions, students show that they understand the rationale behind solving first order algebraic equations	344774				
		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise								
	Cluster 2	**Solve equations and inequalities in one variable**									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters								
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable								
	MACC.912.A-REI.2.4	MACC.912.A-REI.2.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form								
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b								
	Cluster 3	**Solve systems of equations**									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions								
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables								
		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$								
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable								
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater)								
	Cluster 4	**Represent and solve equations and inequalities graphically**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line)								
		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.								
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes								
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function notation**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x)								
		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.								
	Cluster 2	**Interpret functions that arise in applications in terms of the context**									
		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.								
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.								
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	**Geometry A** Unit 3: Lines and the Coordinate Plane	` Slope of a Line Pgs 1-2 ` Problem Solving Using Slope Pgs 1-2 ` Slope-Intercept Form Pgs 1-4 ` Point-Slope Form Pg 2 (1 example) ` Solving Problems Using Linear Graphs Pgs 1-2 Through text based lessons with examples and interactive practice problems, students will identify slope as the measure of rate of change of a graph over a specific interval and calculate that rate of change.	` Unit 3 Assignment: Slope ` Unit 3 assignment: Graphing Linear Equations ` Unit 3 Test: Lines and the Coordinate Plane Using multiple choice questions, students will calculate slope from tables, graphs, and points.	349077 344839 344842 344843 344847				
	Cluster 3	**Analyze functions using different representations**									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	MACC.912.F-IF.3.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima								
		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions								
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude								
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								
	MACC.912.F-IF.3.8	MACC.912.F-IF.3.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context								
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay								
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum								
F.BF	**Building Functions**										
	Cluster 1	**Build a function that models a relationship between two quantities**									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								
	MACC.912.F-BF.1.1	MACC.912.F-BF.1.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context								
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model								
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time								
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.								
	Cluster 2	**Build new functions from existing functions**									
		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them								
		MACC.912.F-BF.2.4	Find inverse functions								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
	MACC.912.F-BF.2.4	MACC.912.F-BF.2.4.a	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x^3 or f(x) = (x+1)/(x–1) for x ≠ 1.								
		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another								
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse								
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain								
		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent								
F.LE	**Linear, Quadratic, and Exponential Models**										
	Cluster 1	**Construct and compare linear, quadratic, and exponential models**									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	MACC.912.F-LE.1.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals								
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another								
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another								
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)								
		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function								
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to ab^{ct}= d where a, c, and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology								
	Cluster 2	**Interpret expressions for functions in terms of the situation they model**									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context								
F.TF	**Trigonometric Functions**										
	Cluster 1	**Extend the domain of trigonometric functions using the unit circle**									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.								
		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle								
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π–x, π+x, and 2π–x in terms of their values for x, where x is any real number								
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions								
	Cluster 2	**Model periodic phenomena with trigonometric functions**									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.								
		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed								
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.								
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle								
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems								
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc	**Geometry A** Unit 1: Basic Elements of Geometry **Geometry B** Unit 2:	• Undefined Terms Pg 2 • Lines and Line Segments Pg 2 • Planes Pg 2 • Intersections Pg 2 • Angles Pgs 1-2 • Perpendicular Lines Pg 1 • Positions of Two Lines in a Plane Pg 1 • Radius and Diameter Pg 1 • Arc Length and Area of a Sector Pg 2 In text based lessons with teacher led video, multimedia presentations with audio, examples, and interactive student practice problems, students verify the definitions of all of the basic terms of geometry.	• Unit 1 Activity: Points, Lines, and Planes • Unit 1 Assignment: Points, Lines, and Planes • Unit 1 Assignment: Rays and Angles • Unit 1 Assignment: Parallel and Perpendicular Lines and Planes • Unit 1 Test: Introduction to Geometry Unit 2 Assignment: Special Segments in Circles Unit 2 Assignment: Circumference and Area of a Circle Using free response worksheet activities and multiple choice questions, students demonstrate their knowledge of the basic terms of geometry.	349828 344626 344628 344637 344689 344714 344718 344851 344893				
		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch)	**Geometry B** Unit 5: Transformations	• Translations Pgs 1-4 • Reflections Pgs 1-4 • Rotations Pgs 2-4 In text based lessons with teacher led video, examples, and interactive practice problems, students will use the definitions of the isometric transformations and designate them with words, mapping notation, and transformation notation.	• Unit 5 Assignment: Translations and Reflections • Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students demonstrate mastery of translations, reflections, and rotations of geometric figures in a coordinate plane.	345022 345023 345028				
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself	**Geometry B** Unit 5: Transformations	• Reflections Pg 1 • Lines of Symmetry Pg 1 • Rotations Pg 4 In text and teacher led video based lessons with animated examples and interactive student practice problems, students use the fundamentals of reflection and rotation and are given practice exercises to determine lines of symmetry and rotational isometries.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students find lines of symmetry and determine the angle of rotation that will carry a regular polygon onto itself.	345023 345024 345028				
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments	**Geometry B** Unit 5: Transformations	• Translations Pg 2 • Reflections Pg 1 • Rotations Pg 1 In text and video based lessons, students use both rigorous and easily understandable definitions of the isometric transformations.		345022 345023 345028				
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another	**Geometry B** Unit 5: Transformations	• Translations Pg 1 • Rotations Pg 1, 4 In text and teacher led video lessons with examples and interactive practice problems, students use a series of transformations, including horizontal, vertical, rotational and reflection, which will map a figure onto a congruent figure.	• Unit 5 Assignment: Translations and Reflections • Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students identify figures which are the result of a sequence of transformations.	345022 345023 345028				
	Cluster 2	**Understand congruence in terms of rigid motions**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent	**Geometry B** Unit 5: Transformations	• Translations Pg 4 • Reflections Pg 4 In text and teacher led video lessons with examples and interactive practice problems, students describe translations and reflections that carry a figure onto a congruent figure.	• Unit 5 Assignment: Translations and Reflections • Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students identify that figures which have been translated and reflected are congruent to the original figure.	345022 345023				
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent	**Geometry B** Unit 5: Transformations	• Transformations and Congruency In a text and multimedia animation with teacher audio, students will verify that congruent triangles can be constructed by constructing congruent corresponding parts under a specific translation, reflection, or rotation.		349033				
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions	**Geometry B** Unit 5: Transformations	• Transformations and Congruency In a text and multimedia animation with teacher audio, students will verify that congruent triangles can be constructed by constructing congruent corresponding parts under a specific translation, reflection, or rotation.		349033				
	Cluster 3	**Prove geometric theorems**									
		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints	**Geometry A** Unit 1: Basic Elements of Geometry Unit 2: Reasoning in Geometry Unit 4: Triangles	• Vertical Angles Pg 1 • Geometric Proofs Pg 1 & 3 • CPCTC Postulate Pg 1 Through text and teacher led video based lessons with animated examples and interactive student practice problems, students learn how to prove theorems about lines and angles.		344711 344775 344887				
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	**Geometry A** Unit 4: Triangles **Geometry B** Unit 1: Similarity	• Triangle Sum Theorem Pg 1 • Altitudes, Medians, and Bisectors Pg 4 • CPCTC Postulate Pg 1 • Triangle Proportionality Theorem Pg 2 In text and video based lessons, proofs about triangles are developed so that students can use these theorems in future proofs and use the results to compute the measure of missing angles and lengths of segments in triangles.		344869 344872 344887 344812				
		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	**Geometry A** Unit 5: Quadrilaterals and Polygons	• Parallelograms: Sides Pg 1 • Parallelograms: Angles Pg 1 • Parallelograms: Diagonals Pg 1 • Rectangles Pg 1 In text and multimedia with audio based lessons with examples and interactive practice problems, students prove fundamental properties of parallelograms in interactive practice problems with immediate feedback.	• Unit 5 Assignment: Parallelograms Using multiple choice questions, students identify specific steps and/or reasons in the fundamental proofs about parallelograms.	344959 344960 344965 344973				
	Cluster 4	**Make geometric constructions**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line	**Geometry A** Unit 1: Basic Elements of Geometry	• Introduction to Constructions Pg 3 • Constructing a Perpendicular Segment Bisector Pg 1 • Constructing an Angle Bisector Pg 3 • Constructing Parallel Lines Pgs 1-2 • Constructing Perpendicular Lines Pg 1 This standard is taught through a series of lessons that introduce the concept of constructions being different than drawings. Students are shown how to complete fundamental geometric constructions using various methods, such as a compass and straight-edge, a string, and paper-folding.	• Unit 1 Activity: Constructions In a free response worksheet activity, students are required to construct congruent angles, congruent segments, perpendicular lines, and bisections of segments and angles.	349073 344638 344700 344818 349074				
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle	**Geometry A** Unit 2: Reasoning in Geometry Unit 5: Quadrilaterals and Polygons	• Unit 2 Activity Instructions: Euclid's Construction • Regular vs. Irregular Polygons Pg 1 • Squares Pg 1 This standard is taught by showing students how to construct various shapes through multimedia animations.	• Unit 2 Activity: Euclid's Construction In a free response worksheet activity, students interpret Euclid's instructions on how to construct an equilateral triangle and justify that the construction does form a triangle with three congruent sides.	349098 344972				
G.SRT	**Similarity, Right Triangles, and Trigonometry**										
	Cluster 1	**Understand similarity in terms of similarity transformations**									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged	**Geometry B** Unit 5: Transformations	• Dilation Pg 2 In a text with graphics based lesson with interactive student practice problems, students will dilate lines, and show that when individual points are dilated, and that the resulting line is parallel to the original line.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice, free response, and true/false questions, students identify dilations.	345029				
		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor	**Geometry B** Unit 5: Transformations	• Dilation Pgs 1-3 In a text with graphics based lesson with interactive student practice problems, students will find the endpoints of a dilated segment, given the scale factor of the dilation.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students identify the endpoints of a given line segment under a specific dilation whose scale factor is given.	345029				
		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides	**Geometry B** Unit 5: Transformations	• Dilation Pg 1 In a text with graphics based lesson with interactive student practice problems, students will determine whether triangles are similar triangles and, using the scale factor of the sides, show that one triangle is a dilation of the other.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using true/false questions, students identify enlargements and reductions of similar figures.	345029				
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar	**Geometry B** Unit 5: Transformations	• Dilation Pg 1 In a text with graphics based lesson with interactive student practice problems, students will verify that dilation of a triangle will preserve the size of the angles, thereby creating AA similarity.		345029				
	Cluster 2	**Prove theorems involving similarity**									

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		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity	**Geometry B** Unit 1: Similarity Unit 3: Right Triangles and Trigonometry	• Triangle Proportionality Theorem Pg 1 • The Pythagorean Theorem Pg 1 Through text and graphics based lessons, students will prove the Triangle Proportionality Theorem and the Pythagorean Theorem using similar triangles.		344812 344920				
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures	**Geometry A** Unit 4: Triangles **Geometry B** Unit 1: Similarity	• Congruent Triangles Pgs 1-3 • SAS Congruence Postulate Pg 1 • SSS Congruence Postulate Pg 1 • ASA Congruence Postulate Pg 1 • AAS Congruence Postulate Pg 1 • HL Congruence Postulate Pgs 2-3 • Proving Triangles Congruent Pgs 1-3 • CPCTC Postulate Pgs 1-3 • Similar Triangles Pgs 3-5 • Applications of Similar Triangles Pgs 1-4 • Triangle Proportionality Theorem Pg 3 • Similar Right Triangles Pgs 2-4 • Side-Angle-Side Similarity Pg 3 • Side-Side-Side Similarity Pgs 3-4 Through text, teacher led video, and multimedia presentation with audio based lessons with interactive student practice problems, students will prove that triangles are congruent and similar and that corresponding parts of those triangles are congruent or proportional.	• Unit 4 Assignment: Congruency of Triangles • Unit 4 Activity: Proving Triangles Congruent • Unit 4 Test: Triangles • Unit 1 Assignment: Similar Triangles • Unit 1 Assignment: Similarity Postulates • Unit 1 Test: Similarity Using multiple choice questions and free response worksheet activities, students prove triangles to be congruent and similar and prove that corresponding sides are congruent or proportional.	344877 344878 344879 344881 344882 344885 344883 344887 344790 349106 344812 344813 344801 344800				
	Cluster 3	**Define trigonometric ratios and solve problems involving right triangles**									
		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles	**Geometry B** Unit 3: Right Triangles and Trigonometry	• Ratios of Right Triangles Pg 3 • The Sine, Cosine, and Tangent Functions Pg 1 In a text and multimedia presentation with audio based lessons, students are shown that the ratios of corresponding sides in similar right triangles are always the same. When the trigonometric ratios are introduced, they are reminded of this fact, so that the sine, cosine, or tangent of a particular angle will always be the same, no matter the size of the triangle from which it comes.		344927 344928				
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles	**Geometry B** Unit 3: Right Triangles and Trigonometry	• The Sine, Cosine, and Tangent Functions Pg 2 In a text based lesson with interactive practice problems with audio, students are reminded that the acute angles in a right triangle are always complementary. Since the sine of one acute angle is exactly the same as the cosine of the other, the relationship is noted that sine and cosine of complementary angles are equal.		344928				

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		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	**Geometry B** Unit 3: Right Triangles and Trigonometry	• The Pythagorean Theorem Pgs 4-5 • Real Life Applications of Trigonometry Pgs 1-4 In text and multimedia with audio based lessons, students use the Pythagorean Theorem and trigonometric rations to find missing sides and angles in right triangles. This is then applied to application problems where particular sides and/or angles of right triangles are known and using this, missing information is computed.	• Unit 3 Assignment: Right Triangles and the Pythagorean Theorem • Unit 3 Assignment: Right Triangle Trigonometry • Unit 3 Test: Right Triangles and Trigonometry Using multiple choice and true/false questions, students find missing parts of triangles in application problems.	344920 349116				
	Cluster 4	**Apply trigonometry to general triangles**									
		MACC.912.G-SRT.4.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side								
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems								
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces								
G.C	**Circles**										
	Cluster 1	**Understand and apply theorems about circles**									
		MACC.912.G-C.1.1	Prove that all circles are similar	**Geometry B** Unit 5: Transformations	• Dilation Pg 1 In a text based lesson, students show that the ratio of the radii is equal to the ratio of the circumferences of a circle, thereby proving that all circles are similar.		345029				
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	**Geometry B** Unit 2: Circles	• Radius and Diameter Pgs 1-2 • Chords Pgs 1-3 • Secant Lines Pgs 2-4 • Tangents Pgs 2-5 • Central Angles Pgs 1-2 • Inscribed Angles Pgs 1-5 • Angles made by Chords, Secants, and Tangents Pgs 1-3 In text and multimedia with audio based lessons with examples and interactive practice problems, students verify the relationships between chords, radii, intersecting cords, intersecting secants, inscribed, and central angles and the arcs that all of these create.	• Unit 2 Assignment: Special Segments in Circles • Unit 2 Assignment: Secants and Tangents • Unit 2 Assignment: Angles and Arcs in Circles • Unit 2 Test: Circles Using multiple choice and true/false questions, students will find the length or measure of all segments, lines, and arcs associated with circles.	344851 344852 344853 344856 344862 344863 344864				
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle	**Geometry A** Unit 4: Triangles **Geometry B** Unit 2: Circles	• Altitudes, Medians, and Bisectors Pgs 5-6 • Inscribed Angles Pg 1 In text based lessons with multimedia presentations with audio, students construct circles inscribed and circumscribed about triangles. Using the concept that an inscribed angle is half the measure of its intercepted arc, they verify that opposite angles in an inscribed quadrilateral must be supplementary.		344872 344863				
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle	**Geometry B** Unit 2: Circles	• Tangents Pg 1 Students are taught to construct the two lines tangent to a circle from a point outside the circle by viewing a multiomedia animation.		344856				
	Cluster 2	**Find arc lengths and areas of sectors of circles**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector	**Geometry B** Unit 2: Circles	Arc Length and Area of a Sector Pg 3 • Arcs and Sectors with Applications Pg 1 In a teacher led video presentation with examples and interactive student practice problems, students prove that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality. They also calculate the area of a sector as a fraction of the area of the entire circle, with the independent variable being the size of the central angle.		344893 348571				
G.GPE	**Expressing Geometric Properties with Equations**										
	Cluster 1	**Translate between the geometric description and the equation for a conic section**									
		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation								
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix								
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant								
	Cluster 2	**Use coordinates to prove simple geometric theorems algebraically**									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)	**Geometry A** Unit 5: Quadrilaterals and Polygons	• Identifying a Parallelogram with Coordinates of Vertices Given Pg 1 In a text and multimedia with audio based lesson with interactive student practice problems, students use the distance formula and slope to verify whether or not a quadrilateral is a parallelogram, trapezoid, rhombus, rectangle, or square.	• Unit 5 Assignment: Special Parallelograms • Unit 5 Test: Quadrilaterals and Polygons Using free response and multiple choice questions, students determine the most accurate name for a quadrilateral, given the coordinates of the vertices.	344975				
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point)	**Geometry A** Unit 3: Lines and the Coordinate Plane	• Slopes of Parallel Lines Pg 1 • Slopes of Perpendicular Lines Pgs 1-4 Through text and teacher led video based lessons with examples and interactive student practice problems, students will find the equation of a line parallel or perpendicular to a given line through a given point.	• Unit 3 Assignment: Writing the Equation of a Line • Unit 3 Test: Lines and the Coordinate Plane Using multiple choice and true/false questions, students find the equations of lines parallel and perpendicular to given lines through a given point.	344844 344845				
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio	**Geometry A** Unit 1: Basic Elements of Geometry Unit 3: Lines and the Coordinate Plane	• Midpoints of Line Segments and Distance Pgs 1-2 • The Midpoint Formula Pgs 1 & 3 In a text based lesson with interactive game for student practice, students find midpoints of given line segments.	• Unit 1 Assignment: Measuring Segments • Unit 1 Test: Introduction to Geometry • Unit 3 Assignment: Coordinate Geometry • Unit 3 Test: Lines and the Coordinate Plane Using multiple choice and true/false questions, students find the midpoint of a segment, given the endpoints.	344679 344824				

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		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	**Geometry A** Unit 3: Lines and the Coordinate Plane Unit 4: Triangles	• The Distance Formula Pgs 2-3 • Area of a Triangle Pg 1 In these text and multimedia presentation with audio based lessons with examples and interactive student practice problems, the student finds the distance between two points and the area of a triangle with a horizontal base and vertical height.	• Unit 3 Assignment: Coordinate Geometry • Unit 3 Test: Lines and the Coordinate Plane • Unit 5 Assignment: Perimeter and Area of Quadrilaterals • Unit 5 Test: Quadrilaterals and Polygons Using multiple choice and true/false questions, the student finds perimeters and areas of geometric figures.	344823 344924				
G.GMD	**Geometric Measurement and Dimension**										
	Cluster 1	**Explain volume formulas and use them to solve problems**									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments	**Geometry B** Unit 2: Circles Unit 4: Surface Area and Volume	• Circumference of a Circle Pg 1 • Area of a Circle Pg 1 • Volume of a Cylinder Pg 1 • Volume of a Pyramid or Cone Pg 1 Through a text, animation, and multimedia with audio based lessons, students will use the formulas for the circumference and area of a circle, and the volume of a cylinder and pyramid. Further, they will see a derivation of the formula for the volume of a pyramid		344889 344891 344989 344999				
		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures	**Geometry B** Unit 4: Surface Area and Volume	• Volume of a Pyramid or Cone Pg 1 • Volume of a Sphere Pg 1 Using a text and animation based lesson, students will view the formal derivation of the formula for the volume of a sphere, based on the Cavalieri principle.	• Unit 4 Assignment: Volume Using multiple choice questions, students will find the volume of spheres and other solid figures.	344999 345008				
		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	**Geometry B** Unit 4: Surface Area and Volume	• Volume of a Cylinder Pgs 2-3 • Volume of a Pyramid or Cone Pgs 1-3 • Volume of a Sphere Pgs 2-5 • Applications of Area and Volume Pgs 1-2 Using text, animation, and multimedia with audio based lessons with examples and interactive student practice problems, students will find the volume of various solids.	• Unit 4 Assignment: Volume • Unit 4 Test: Surface Area and Volume Using multiple choice and free response questions, students find the volume of prisms, cylinders, pyramids, cones, and spheres.	344986 344999 345008 349030				
	Cluster 2	**Visualize relationships between two dimensional and three dimensional objects**									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects	**Geometry B** Unit 4: Surface Area and Volume Unit 5: Transformations	• Prisms Pg 2 • Cylinders Pg 2 • Pyramids and Cones Pg 2 • Spheres Pg 1 • Rotations Pg 2 In text, teacher led video, and animation based lessons, students will determine the shape of the cross sections of prisms, pyramids, cones, and spheres. Additionally, they will determine that rotating a rectangle produces a cylinder and that rotating a triangle creates a cone.	• Unit 4 Assignment: Solids • Unit 4 Test: Surface Area and Volume Using multiple choice questions, students identify the shapes of cross sections of cylinders and spheres both parallel to and perpendicular to the bases.	344981 344983 349031 349118 345028				
G.MG	**Modeling with Geometry**										
	Cluster 1	**Apply geometric concepts in modeling situations**									

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		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	**Geometry A** Unit 5: Quadrilaterals and Polygons **Geometry B** Unit 4: Surface Area and Volume	• Regular vs. Irregular Polygons Pg 1 • Spheres Pg 1 In text based lessons with appropriate graphics, students will verify that many street signs are formed from regular and irregular shapes.	• Unit 5 Assignment: Polygons • Unit 5 Test: Quadrilaterals and Polygons • Unit 4 Assignment: Solids • Unit 4 Test: Surface Area and Volume Using multiple choice questions students are asked to identify which solids best model certain shapes.	349098 349118				
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	**Geometry B** Unit 4: Surface Area and Volume	• Applications of Area and Volume Pgs 1-2 In a text based lesson with graphics, students find population density per square mile and number of gum balls per cubic inch in a gum ball machine.		349030				
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	**Geometry B** Unit 2: Circles	• Arc Length and Area of a Sector Pg 7 In a text and teacher led video based lesson with animation and interactive student practice problems, students find the perimeter of an arched doorway laid off on a grid. Then the students use the length of a semi-circle to find the length of the wire in a paperclip laid out on a grid.		344893				
S.ID	**Interpreting Categorical and Quantitative Data**										
	Cluster 1	**Summarize, represent, and interpret data on a single count or measurement variable**									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)								
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	**Summarize, represent, and interpret data on two categorical and quantitative variables**									
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association								
	Cluster 3	**Interpret linear models**									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								
		MACC.912.S-ID.3.9	Distinguish between correlation and causation								
S.IC	**Making Inferences and Justifying Conclusions**										
	Cluster 1	**Understand and evaluate random processes underlying statistical experiments**									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample surveys, experiments, and**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								

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		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data								
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability and use them to interpret data**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent								
		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								
		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer								
	Cluster 2	**Use the rules of probability to compute probabilities of compound events in a uniform**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve problems**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								
	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant								
		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									

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		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 2	**Reason abstractly and quantitatively.**									
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 3	**Construct viable arguments and critique the reasoning of others.**									
		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 4	**Model with mathematics.**									

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		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 5	**Use appropriate tools strategically.**									
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts								
	Cluster 6	**Attend to precision.**									
		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 7	**Look for and make use of structure.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts								
	Cluster 8	Look for and express regularity in repeated reasoning.									
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								

Alignment Document
Common Core Mathematics

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
CCMA N.RN	**The Real Number Systems**										
	Cluster 1	Extend the properties of exponents to rational exponents									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5								
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents								
	Cluster 2	Use properties of rational and irrational numbers.									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.								
N.Q	**Quantities**										
	Cluster 1	Reason quantitatively and use units to solve problems									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays								
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling								
		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities								
N.CN	**The Complex Number Systems**										
	Cluster 1	Perform arithmetic operations with complex numbers									
		MACC.912.N-CN.1.1	Know there is a complex number i such that $i^2 = –1$, and every complex number has the form $a + bi$ with a and b real								
		MACC.912.N-CN.1.2	Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers								
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers								
	Cluster 2	Represent complex numbers and their operations on the complex plane									
		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number								
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(–1 + \sqrt{3}\,i)^3 = 8$ because $(–1 + \sqrt{3}\,i)$ has modulus 2 and argument 120°								
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints								
	Cluster 3	Use complex numbers in polynomial identities and equations									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions								
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$								
		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials								
N.V	**Vector and Matrix Quantities**										
	Cluster 1	Represent and Model with Vector Quantities									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, $\vec{v}$)								
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point								
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector								
	Cluster 2	Perform Operations on Vectors									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes								
		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum								

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		MACC.912.N-VM.2.4.c	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise								
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	MACC.912.N-VM.2.5.a	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$								
		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using $\|cv\| = \|c\|v$.Compute the direction of cv knowing that when $\|c\|v \neq 0$, the direction of cv is either along v (for c > 0) or against v (for c < 0)								
	Cluster 3	Perform operations on matrices and use matrices in applications									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network								
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled								
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions								
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties								
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse								
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors								
		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area								
A.SSE	Seeing Structure in Expressions										
	Cluster 1	Interpret the structure of expression									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	MACC.912.A-SSE.1.1.a	Interpret parts of an expression, such as terms, factors, and coefficients								
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P								
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$								
	Cluster 2	Write expressions in equivalent forms to solve problems									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								
	MACC.912.A-SSE.2.3	MACC.912.A-SSE.2.3.a	Factor a quadratic expression to reveal the zeros of the function it defines								
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines								
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%								
		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.								
A.APR	Arithmetic with Polynomials and Rational Expressions										
	Cluster 1	Perform arithmetic operations on polynomials									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials								
	Cluster 2	Understand the relationship between zeros and factors of polynomials									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x)								
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial								
	Cluster 3	Use polynomial identities to solve problems									

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		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples								
		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of *x* and *y* for a positive integer n, where *x* and *y* are any numbers, with coefficients determined for example by Pascal's Triangle.								
	Cluster 4	Rewrite rational expressions									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system								
		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions								
A.CED	Creating Equations										
	Cluster 1	Create equations that describe numbers or relationships									
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions								
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales								
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods								
		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R								
A.REI	Reasoning with Equations and Inequalities										
	Cluster 1	Understand solving equations as a process of reasoning and explain									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method	**Geometry A** Unit 2: Reasoning in Geometry	• Proof Through a text based lesson with interactive practice problems, students will justify reasons for each step in the solution of a first order equation.	• Unit 2 Activity: Algebraic Proofs • Unit 2 Test: Proof Using free response worksheet problems and multiple choice questions, students show that they understand the rationale behind solving first order algebraic equations.	344774				
		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise								
	Cluster 2	Solve equations and inequalities in one variable									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters								
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable								
	MACC.912.A-REI.2.4	MACC.912.A-REI.2.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form								
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b								
	Cluster 3	Solve systems of equations									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions								
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables								

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		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle $x^2 + y^2 = 3$								
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable								
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater)								
	Cluster 4	**Represent and solve equations and inequalities graphically**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line)								
		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.								
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes								
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function notation**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x)								
		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context								
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.								
	Cluster 2	**Interpret functions that arise in applications in terms of the context**									
		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.								
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.								
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	**Geometry A** Unit 3: Lines and the Coordinate Plane	• Slope of a Line Pgs 1-2 • Problem Solving Using Slope Pgs 1-2 • Slope-Intercept Form Pgs 1-4 • Point-Slope Form Pg 2 (1 example) • Solving Problems Using Linear Graphs Pgs 1-2 Through text based lessons with examples and interactive practice problems, students will identify slope as the measure of rate of change of a graph over a specific interval and calculate that rate of change.	• Unit 3 Assignment: Slope • Unit 3 assignment: Graphing Linear Equations • Unit 3 Test: Lines and the Coordinate Plane Using multiple choice questions, students will calculate slope from tables, graphs, and points.	349077 344839 344842 344843 344847				
	Cluster 3	**Analyze functions using different representations**									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	**MACC.912.F-IF.3.7.a**	Graph linear and quadratic functions and show intercepts, maxima, and minima								
		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions								
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior								

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		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude								
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								
	MACC.912.F-IF.3.8	**MACC.912.F-IF.3.8.a**	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context								
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay								
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum								
F.BF	**Building Functions**										
	Cluster 1	**Build a function that models a relationship between two quantities**									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								
	MACC.912.F-BF.1.1	**MACC.912.F-BF.1.1.a**	Determine an explicit expression, a recursive process, or steps for calculation from a context								
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model								
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time								
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.								
	Cluster 2	**Build new functions from existing functions**									
		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them								
		MACC.912.F-BF.2.4	Find inverse functions								
	MACC.912.F-BF.2.4	**MACC.912.F-BF.2.4.a**	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$								
		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another								
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse								
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain								
		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent								
F.LE	**Linear, Quadratic, and Exponential Models**										
	Cluster 1	**Construct and compare linear, quadratic, and exponential models**									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	**MACC.912.F-LE.1.1.a**	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals								
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another								
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another								
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)								

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		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function								
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology								
	Cluster 2	**Interpret expressions for functions in terms of the situation they model**									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context								
F.TF	**Trigonometric Functions**										
	Cluster 1	**Extend the domain of trigonometric functions using the unit circle**									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.								
		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle								
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π−x, π+x, and 2π−x in terms of their values for x, where x is any real number								
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions								
	Cluster 2	**Model periodic phenomena with trigonometric functions**									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.								
		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed								
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.								
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle									
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems								
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc	**Geometry A** Unit 1: Basic Elements of Geometry **Geometry B** Unit 2:	• Undefined Terms Pg 2 • Lines and Line Segments Pg 2 • Planes Pg 2 • Intersections Pg 2 • Angles Pgs 1-2 • Perpendicular Lines Pg 1 • Positions of Two Lines in a Plane Pg 1 • Radius and Diameter Pg 1 • Arc Length and Area of a Sector Pg 2 In text based lessons with teacher led video, multimedia presentations with audio, examples, and interactive student practice problems, students verify the definitions of all of the basic terms of geometry.	• Unit 1 Activity: Points, Lines, and Planes • Unit 1 Assignment: Points, Lines, and Planes • Unit 1 Assignment: Rays and Angles • Unit 1 Assignment: Parallel and Perpendicular Lines and Planes • Unit 1 Test: Introduction to Geometry Unit 2 Assignment: Special Segments in Circles Unit 2 Assignment: Circumference and Area of a Circle Using free response worksheet activities and multiple choice questions, students demonstrate their knowledge of the basic terms of geometry.	349828 344626 344628 344637 344689 344714 344718 344851 344893				

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		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch)	**Geometry B** Unit 5: Transformations	• Translations Pgs 1-4 • Reflections Pgs 1-4 • Rotations Pgs 2-4 In text based lessons with teacher led video, examples, and interactive practice problems, students will use the definitions of the isometric transformations and designate them with words, mapping notation, and transformation notation.	• Unit 5 Assignment: Translations and Reflections • Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students demonstrate mastery of translations, reflections, and rotations of geometric figures in a coordinate plane.	345022 345023 345028				
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself	**Geometry B** Unit 5: Transformations	• Reflections Pg 1 • Lines of Symmetry Pg 1 • Rotations Pg 4 In text and teacher led video based lessons with animated examples and interactive student practice problems, students use the fundamentals of reflection and rotation and are given practice exercises to determine lines of symmetry and rotational isometries.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students find lines of symmetry and determine the angle of rotation that will carry a regular polygon onto itself.	345023 345024 345028				
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments	**Geometry B** Unit 5: Transformations	• Translations Pg 2 • Reflections Pg 1 • Rotations Pg 1 In text and video based lessons, students use both rigorous and easily understandable definitions of the isometric transformations.		345022 345023 345028				
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another	**Geometry B** Unit 5: Transformations	• Translations Pg 1 • Rotations Pg 1, 4 In text and teacher led video lessons with examples and interactive practice problems, students use a series of transformations, including horizontal, vertical, rotational and reflection, which will map a figure onto a congruent figure.	• Unit 5 Assignment: Translations and Reflections • Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students identify figures which are the result of a sequence of transformations.	345022 345023 345028				
	Cluster 2	**Understand congruence in terms of rigid motions**									
		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent	**Geometry B** Unit 5: Transformations	• Translations Pg 4 • Reflections Pg 4 In text and teacher led video lessons with examples and interactive practice problems, students describe translations and reflections that carry a figure onto a congruent figure.	• Unit 5 Assignment: Translations and Reflections • Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students identify that figures which have been translated and reflected are congruent to the original figure.	345022 345023				
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent	**Geometry B** Unit 5: Transformations	• Transformations and Congruency In a text and multimedia animation with teacher audio, students will verify that congruent triangles can be constructed by constructing congruent corresponding parts under a specific translation, reflection, or rotation.		349033				
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions	**Geometry B** Unit 5: Transformations	• Transformations and Congruency In a text and multimedia animation with teacher audio, students will verify that congruent triangles can be constructed by constructing congruent corresponding parts under a specific translation, reflection, or rotation.		349033				
	Cluster 3	**Prove geometric theorems**									

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		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints	**Geometry A** Unit 1: Basic Elements of Geometry Unit 2: Reasoning in Geometry Unit 4: Triangles	• Vertical Angles Pg 1 • Geometric Proofs Pg 1 & 3 • CPCTC Postulate Pg 1 Through text and teacher led video based lessons with animated examples and interactive student practice problems, students learn how to prove theorems about lines and angles.		344711 344775 344887				
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	**Geometry A** Unit 4: Triangles **Geometry B** Unit 1: Similarity	• Triangle Sum Theorem Pg 1 • Altitudes, Medians, and Bisectors Pg 4 • CPCTC Postulate Pg 1 • Triangle Proportionality Theorem Pg 2 In text and video based lessons, proofs about triangles are developed so that students can use these theorems in future proofs and use the results to compute the measure of missing angles and lengths of segments in triangles.		344869 344872 344887 344812				
		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	**Geometry A** Unit 5: Quadrilaterals and Polygons	• Parallelograms: Sides Pg 1 • Parallelograms: Angles Pg 1 • Parallelograms: Diagonals Pg 1 • Rectangles Pg 1 In text and multimedia with audio based lessons with examples and interactive practice problems, students prove fundamental properties of parallelograms in interactive practice problems with immediate feedback.	• Unit 5 Assignment: Parallelograms Using multiple choice questions, students identify specific steps and/or reasons in the fundamental proofs about parallelograms.	344959 344960 344965 344973				
	Cluster 4	**Make geometric constructions**									
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line	**Geometry A** Unit 1: Basic Elements of Geometry	• Introduction to Constructions Pg 3 • Constructing a Perpendicular Segment Bisector Pg 1 • Constructing an Angle Bisector Pg 3 • Constructing Parallel Lines Pgs 1-2 • Constructing Perpendicular Lines Pg 1 This standard is taught through a series of lessons that introduce the concept of constructions being different than drawings. Students are shown how to complete fundamental geometric constructions using various methods, such as a compass and straight-edge, a string, and paper-folding.	• Unit 1 Activity: Constructions In a free response worksheet activity, students are required to construct congruent angles, congruent segments, perpendicular lines, and bisections of segments and angles.	349073 344638 344700 344818 349074				
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle	**Geometry A** Unit 2: Reasoning in Geometry Unit 5: Quadrilaterals and Polygons	• Unit 2 Activity Instructions: Euclid's Construction • Regular vs. Irregular Polygons Pg 1 • Squares Pg 1 This standard is taught by showing students how to construct various shapes through multimedia animations.	• Unit 2 Activity: Euclid's Construction In a free response worksheet activity, students interpret Euclid's instructions on how to construct an equilateral triangle and justify that the construction does form a triangle with three congruent sides.	 349098 344972				
G.SRT	**Similarity, Right Triangles, and Trigonometry**										
	Cluster 1	**Understand similarity in terms of similarity transformations**									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged	**Geometry B** Unit 5: Transformations	• Dilation Pg 2 In a text with graphics based lesson with interactive student practice problems, students will dilate lines, and show that when individual points are dilated, and that the resulting line is parallel to the original line.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice, free response, and true/false questions, students identify dilations.	345029				

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		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor	**Geometry B** Unit 5: Transformations	• Dilation Pgs 1-3 In a text with graphics based lesson with interactive student practice problems, students will find the endpoints of a dilated segment, given the scale factor of the dilation.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using multiple choice questions, students identify the endpoints of a given line segment under a specific dilation whose scale factor is given.	345029				
		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides	**Geometry B** Unit 5: Transformations	• Dilation Pg 1 In a text with graphics based lesson with interactive student practice problems, students will determine whether triangles are similar triangles and, using the scale factor of the sides, show that one triangle is a dilation of the other.	• Unit 5 Assignment: Rotations and Dilations • Unit 5 Test: Transformations Using true/false questions, students identify enlargements and reductions of similar figures.	345029				
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar	**Geometry B** Unit 5: Transformations	• Dilation Pg 1 In a text with graphics based lesson with interactive student practice problems, students will verify that dilation of a triangle will preserve the size of the angles, thereby creating AA similarity.		345029				
	Cluster 2	**Prove theorems involving similarity**									
		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity	**Geometry B** Unit 1: Similarity Unit 3: Right Triangles and Trigonometry	• Triangle Proportionality Theorem Pg 1 • The Pythagorean Theorem Pg 1 Through text and graphics based lessons, students will prove the Triangle Proportionality Theorem and the Pythagorean Theorem using similar triangles.		344812 344920				
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures	**Geometry A** Unit 4: Triangles **Geometry B** Unit 1: Similarity	• Congruent Triangles Pgs 1-3 • SAS Congruence Postulate Pg 1 • SSS Congruence Postulate Pg 1 • ASA Congruence Postulate Pg 1 • AAS Congruence Postulate Pg 1 • HL Congruence Postulate Pgs 2-3 • Proving Triangles Congruent Pgs 1-3 • CPCTC Postulate Pgs 1-3 • Similar Triangles Pgs 3-5 • Applications of Similar Triangles Pgs 1-4 • Triangle Proportionality Theorem Pg 3 • Similar Right Triangles Pgs 2-4 • Side-Angle-Side Similarity Pg 3 • Side-Side-Side Similarity Pgs 3-4 Through text, teacher led video, and multimedia presentation with audio based lessons with interactive student practice problems, students will prove that triangles are congruent and similar and that corresponding parts of those triangles are congruent or proportional.	• Unit 4 Assignment: Congruency of Triangles • Unit 4 Activity: Proving Triangles Congruent • Unit 4 Test: Triangles • Unit 1 Assignment: Similar Triangles • Unit 1 Assignment: Similarity Postulates • Unit 1 Test: Similarity Using multiple choice questions and free response worksheet activities, students prove triangles to be congruent and similar and prove that corresponding sides are proportional or proportional.	344877 344878 344879 344881 344882 344885 344883 344887 344790 349106 344812 344813 344801 344800				
	Cluster 3	**Define trigonometric ratios and solve problems involving right triangles**									
		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles	**Geometry B** Unit 3: Right Triangles and Trigonometry	• Ratios of Right Triangles Pg 3 • The Sine, Cosine, and Tangent Functions Pg 1 In a text and multimedia presentation with audio based lessons, students are shown that the ratios of corresponding sides in similar right triangles are always the same. When the trigonometric ratios are introduced, they are reminded of this fact, so that the sine, cosine, or tangent of a particular angle will always be the same, no matter the size of the triangle from which it comes.		344927 344928				
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles	**Geometry B** Unit 3: Right Triangles and Trigonometry	• The Sine, Cosine, and Tangent Functions Pg 2 In a text based lesson with interactive practice problems with audio, students are reminded that the acute angles in a right triangle are always complementary. Since the sine of one acute angle is exactly the same as the cosine of the other, the relationship is noted that sine and cosine of complementary angles are equal.		344928				

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		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	**Geometry B** Unit 3: Right Triangles and Trigonometry	• The Pythagorean Theorem Pgs 4-5 • Real Life Applications of Trigonometry Pgs 1-4 In text and multimedia with audio based lessons, students use the Pythagorean Theorem and trigonometric rations to find missing sides and angles in right triangles. This is then applied to application problems where particular sides and/or angles of right triangles are known and using this, missing information is computed.	• Unit 3 Assignment: Right Triangles and the Pythagorean Theorem • Unit 3 Assignment: Right Triangle Trigonometry • Unit 3 Test: Right Triangles and Trigonometry Using multiple choice and true/false questions, students find missing parts of triangles in application problems.	344920 349116				
	Cluster 4	**Apply trigonometry to general triangles**									
		MACC.912.G-SRT.4.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side								
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems								
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces								
G.C	**Circles**										
	Cluster 1	**Understand and apply theorems about circles**									
		MACC.912.G-C.1.1	Prove that all circles are similar	**Geometry B** Unit 5: Transformations	• Dilation Pg 1 In a text based lesson, students show that the ratio of the radii is equal to the ratio of the circumferences of a circle, thereby proving that all circles are similar.		345029				
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	**Geometry B** Unit 2: Circles	• Radius and Diameter Pgs 1-2 • Chords Pgs 1-3 • Secant Lines Pgs 2-4 • Tangents Pgs 2-5 • Central Angles Pgs 1-2 • Inscribed Angles Pgs 1-5 • Angles made by Chords, Secants, and Tangents Pgs 1-3 In text and multimedia with audio based lessons with examples and interactive practice problems, students verify the relationships between chords, radii, intersecting cords, intersecting secants, inscribed, and central angles and the arcs that all of these create.	• Unit 2 Assignment: Special Segments in Circles • Unit 2 Assignment: Secants and Tangents • Unit 2 Assignment: Angles and Arcs in Circles • Unit 2 Test: Circles Using multiple choice and true/false questions, students will find the length or measure of all segments, lines, and arcs associated with circles.	344851 344852 344853 344856 344862 344863 344864				
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle	**Geometry A** Unit 4: Triangles **Geometry B** Unit 2: Circles	• Altitudes, Medians, and Bisectors Pgs 5-6 • Inscribed Angles Pg 1 In text based lessons with multimedia presentations with audio, students construct circles inscribed and circumscribed about triangles. Using the concept that an inscribed angle is half the measure of its intercepted arc, they verify that opposite angles in an inscribed quadrilateral must be supplementary.		344872 344863				
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle	**Geometry B** Unit 2: Circles	• Tangents Pg 1 Students are taught to construct the two lines tangent to a circle from a point outside the circle by viewing a multipmedia animation.		344856				
	Cluster 2	**Find arc lengths and areas of sectors of circles**									
		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector	**Geometry B** Unit 2: Circles	Arc Length and Area of a Sector Pg 3 • Arcs and Sectors with Applications Pg 1 In a teacher led video presentation with examples and interactive student practice problems, students prove that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality. They also calculate the area of a sector as a fraction of the area of the entire circle, with the independent variable being the size of the central angle.		344893 348571				
G.GPE	**Expressing Geometric Properties with Equations**										
	Cluster 1	**Translate between the geometric description and the equation for a conic**									

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		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation								
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix								
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant								
	Cluster 2	**Use coordinates to prove simple geometric theorems algebraically**									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)	**Geometry A** Unit 5: Quadrilaterals and Polygons	• Identifying a Parallelogram with Coordinates of Vertices Given Pg 1 In a text and multimedia with audio based lesson with interactive student practice problems, students use the distance formula and slope to verify whether or not a quadrilateral is a parallelogram, trapezoid, rhombus, rectangle, or square.	• Unit 5 Assignment: Special Parallelograms • Unit 5 Test: Quadrilaterals and Polygons Using free response and multiple choice questions, students determine the most accurate name for a quadrilateral, given the coordinates of the vertices.	344975				
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point)	**Geometry A** Unit 3: Lines and the Coordinate Plane	• Slopes of Parallel Lines Pg 1 • Slopes of Perpendicular Lines Pgs 1-4 Through text and teacher led video based lessons with examples and interactive student practice problems, students will find the equation of a line parallel or perpendicular to a given line through a given point.	• Unit 3 Assignment: Writing the Equation of a Line • Unit 3 Test: Lines and the Coordinate Plane Using multiple choice and true/false questions, students find the equations of lines parallel and perpendicular to given lines through a given point.	344844 344845				
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio	**Geometry A** Unit 1: Basic Elements of Geometry Unit 3: Lines and the Coordinate Plane	• Midpoints of Line Segments and Distance Pgs 1-2 • The Midpoint Formula Pgs 1 & 3 In a text based lesson with interactive game for student practice, students find midpoints of given line segments.	• Unit 1 Assignment: Measuring Segments • Unit 1 Test: Introduction to Geometry • Unit 3 Assignment: Coordinate Geometry • Unit 3 Test: Lines and the Coordinate Plane Using multiple choice and true/false questions, students find the midpoint of a segment, given the endpoints	344679 344824				
		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	**Geometry A** Unit 3: Lines and the Coordinate Plane Unit 4: Triangles	• The Distance Formula Pgs 2-3 • Area of a Triangle Pg 1 In these text and multimedia presentation with audio based lessons with examples and interactive student practice problems, the student finds the distance between two points and the area of a triangle with a horizontal base and vertical height.	• Unit 3 Assignment: Coordinate Geometry • Unit 3 Test: Lines and the Coordinate Plane • Unit 5 Assignment: Perimeter and Area of Quadrilaterals • Unit 5 Test: Quadrilaterals and Polygons Using multiple choice and true/false questions, the student finds perimeters and areas of geometric figures.	344823 344924				
G.GMD	**Geometric Measurement and Dimension**										
	Cluster 1	**Explain volume formulas and use them to solve problems**									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments	**Geometry B** Unit 2: Circles Unit 4: Surface Area and Volume	• Circumference of a Circle Pg 1 • Area of a Circle Pg 1 • Volume of a Cylinder Pg 1 • Volume of a Pyramid or Cone Pg 1 Through a text, animation, and multimedia with audio based lessons, students will use the formulas for the circumference and area of a circle, and the volume of a cylinder and pyramid. Further, they will see a derivation of the formula for the volume of a pyramid		344889 344891 344989 344999				

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		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures	**Geometry B** Unit 4: Surface Area and Volume	• Volume of a Pyramid or Cone Pg 1 • Volume of a Sphere Pg 1 Using a text and animation based lesson, students will view the formal derivation of the formula for the volume of a sphere, based on the Cavalieri principle.	• Unit 4 Assignment: Volume Using multiple choice questions, students will find the volume of spheres and other solid figures.	344999 345008				
		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	**Geometry B** Unit 4: Surface Area and Volume	• Volume of a Cylinder Pgs 2-3 • Volume of a Pyramid or Cone Pgs 1-3 • Volume of a Sphere Pgs 2-5 • Applications of Area and Volume Pgs 1-2 Using text, animation, and multimedia with audio based lessons with examples and interactive student practice problems, students will find the volume of various solids.	• Unit 4 Assignment: Volume • Unit 4 Test: Surface Area and Volume Using multiple choice and free response questions, students find the volume of prisms, cylinders, pyramids, cones, and spheres.	344988 344999 345008 349030				
	Cluster 2	**Visualize relationships between two dimensional and three dimensional**									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects	**Geometry B** Unit 4: Surface Area and Volume Unit 5: Transformations	• Prisms Pg 2 • Cylinders Pg 2 • Pyramids and Cones Pg 2 • Spheres Pg 1 • Rotations Pg 2 In text, teacher led video, and animation based lessons, students will determine the shape of the cross sections of prisms, pyramids, cones, and spheres. Additionally, they will determine that rotating a rectangle produces a cylinder and that rotating a triangle creates a cone.	• Unit 4 Assignment: Solids • Unit 4 Test: Surface Area and Volume Using multiple choice questions, students identify the shapes of cross sections of cylinders and spheres both parallel to and perpendicular to the bases.	344981 344983 349031 349118 345028				
G.MG	**Modeling with Geometry**										
	Cluster 1	**Apply geometric concepts in modeling situations**									
		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	**Geometry A** Unit 5: Quadrilaterals and Polygons **Geometry B** Unit 4: Surface Area and Volume	• Regular vs. Irregular Polygons Pg 1 • Spheres Pg 1 In text based lessons with appropriate graphics, students will verify that many street signs are formed from regular and irregular shapes.	• Unit 5 Assignment: Polygons • Unit 5 Test: Quadrilaterals and Polygons • Unit 4 Assignment: Solids • Unit 4 Test: Surface Area and Volume Using multiple choice questions students are asked to identify which solids best model certain shapes.	349098 349118				
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	**Geometry B** Unit 4: Surface Area and Volume	• Applications of Area and Volume Pgs 1-2 In a text based lesson with graphics, students find population density per square mile and number of gum balls per cubic inch in a gum ball machine.		349030				
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	**Geometry B** Unit 2: Circles	• Arc Length and Area of a Sector Pg 7 In a text and teacher led video based lesson with animation and interactive student practice problems, students find the perimeter of an arched doorway laid off on a grid. Then the students use the length of a semi-circle to find the length of the wire in a paperclip laid out on a grid.		344893				
S.ID	**Interpreting Categorical and Quantitative Data**										
	Cluster 1	**Summarize, represent, and interpret data on a single count or measurement**									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)								
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	**Summarize, represent, and interpret data on two categorical and quantitative**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association								
	Cluster 3	**Interpret linear models**									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								
		MACC.912.S-ID.3.9	Distinguish between correlation and causation								
S.IC	**Making Inferences and Justifying Conclusions**										
	Cluster 1	**Understand and evaluate random processes underlying statistical experiments**									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample surveys, experiments,**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data								
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability and use them to**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not")								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent								
		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								
		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.								
	Cluster 2	**Use the rules of probability to compute probabilities of compound events in a**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve problems**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								
	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant								
		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									
		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 2	**Reason abstractly and quantitatively.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 3	**Construct viable arguments and critique the reasoning of others.**									
		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.								
	Cluster 4	**Model with mathematics.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 5	**Use appropriate tools strategically.**									
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts								
	Cluster 6	**Attend to precision.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 7	**Look for and make use of structure.**									
		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts								
	Cluster 8	**Look for and express regularity in repeated reasoning.**									
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								

Alignment Document
Common Core Mathematics

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
CCMA N.RN	**The Real Number Systems**										
	Cluster 1	**Extend the properties of exponents to rational**									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 5^1/3 to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5								
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents								
	Cluster 2	**Use properties of rational and irrational numbers.**									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.								
N.Q	**Quantities**										
	Cluster 1	**Reason quantitatively and use units to solve problems**									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.								
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling								
		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities								
N.CN	**The Complex Number Systems**										
	Cluster 1	**Perform arithmetic operations with complex numbers**									
		MACC.912.N-CN.1.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real	**Algebra IIA** Unit 4: Quadratic Functions	• Imaginary and Complex Numbers Pgs 2-3 In a text based lesson with student practice problems, students are given the definitions of the imaginary unit and the complex number in a + bi form.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions Using multiple choice questions, students must identify various powers of i and perform arithmetic operations with complex numbers.	344412				
		MACC.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	**Algebra IIA** Unit 4: Quadratic Functions	• Imaginary and Complex Numbers Pgs 2-3 In a text based lesson with student practice problems, students are shown how to compute powers of i and how to add, subtract, multiply, and divide complex numbers.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions Using multiple choice questions, students must identify various powers of i and perform arithmetic operations with complex numbers.	344412				
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.								
	Cluster 2	**Represent complex numbers and their operations on**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number								
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°								
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints								
	Cluster 3	**Use complex numbers in polynomial identities and**									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by the Square Root Method Pgs 1 & 3 • Solving Quadratic Functions by Completing the Square Pgs 2-3 • The Discriminant and The Quadratic Formula Pg 4 In text based lessons with student practice problems, students solve quadratic equations using various techniques, seeing that complex solutions are just as likely as real solutions.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Assignment: The Quadratic Formula and Solving Quadratic Inequalities • Unit 4 Test: Quadratic Functions Using multiple choice questions, students solve quadratic equations having complex roots using various techniques.	349346 344413 344414				
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$	**Algebra II B** Unit 4: Polynomials	• Calculating Zeros of Polynomials, pg 2 In a text based lesson with student practice problems, students solve x^2 + 1 = 0 and get $\pm i$ are shown that this leads to a factorization of $(x + i)(x - i)$		348969				
		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials	**Algebra IIB** Unit 4: Polynomials	• The Fundamental Theorem of Algebra Pgs 1 & 3 In a text based lesson with student practice problems, students are learn about the Fundamental Theorem of Algebra and that it shows that quadratic equations always have two solutions, even though the two solutions might be the same number.	• Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students determine the number of solutions of quadratic equations.	348970				
N.V	**Vector and Matrix Quantities**										
	Cluster 1	**Represent and Model with Vector Quantities**									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, $\vec{v}$)								
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point								
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector								
	Cluster 2	**Perform Operations on Vectors**									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes								

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		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum								
		MACC.912.N-VM.2.4.c	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise								
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	**MACC.912.N-VM.2.5.a**	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.								
		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using $\|cv\| = \|c\|v$.Compute the direction of cv knowing that when $\|cv\| \neq 0$, the direction of cv is either along v (for c > 0) or against v (for c < 0)								
	Cluster 3	**Perform operations on matrices and use matrices in**									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network	**Algebra IIB** Unit 1: Matrices	• Matrix Basics Pgs 2-3 In a text-based lesson and practice activity, students are shown how to arrange given data into a suitable matrix	• Unit 1 Assignment: Adding and Subtracting Matrices • Unit 1 Test: Matrices Using multiple choice questions, students must identify which matrix matches given information.	345907				
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled	**Algebra IIB** Unit 1: Matrices	• Scalar Multiplication of Matrices Pgs 2-3 Through a text-based lesson with multimedia presentations with audio and practice activity, students will compute scalar multiples of given matrices.	• Unit 1 Assignment: Matrix Multiplication • Unit 1 Test: Matrices Using both free response and multiple choice questions, students compute scalar multiples of given matrices.	345909				
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions	**Algebra IIB** Unit 1: Matrices	• Adding and Subtracting Matrices Pgs 1-2 • Multiplication of Matrices Pgs 2-4 In text-based lessons with multimedia presentation with audio and an interactive game-type practice activity, students perform addition, subtraction, and multiplication of matrices.	• Unit 1 Assignment: Adding and Subtracting Matrices • Unit 1 Assignment: Matrix Multiplication • Unit 1 Test: Matrices Using both multiple choice questions and free response subjective questions, students will add, subtract, and multiply matrices.	345908				
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties	**Algebra IIB** Unit 1: Matrices	• Multiplication of Matrices Pg 4 In text-based lessons with multimedia presentation with audio and an interactive game-type practice activity, students are shown by example that matrix multiplication is not, in general, commutative, but is associative.		345910				
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse	**Algebra IIB** Unit 1: Matrices	• Adding and Subtracting Matrices Pg 1 • Determinant of a Matrix Pgs 1-3 • Inverse of a 2x2 Matrix Pg 1 Through a text-based lesson and practice activity, students are shown that the zero matrix and identity matrix will take the place of 0 and 1 in real number operations and how to compute the inverse of a 2 by 2 matrix manually and a 3 by 3 matrix using technology.	• Unit 1 Assignment: Determinants and Inverses • Unit 1 Test: Matrices Using multiple choice questions, students perform operations involving the zero and identify matrices and find the inverse of a 2 by 2 matrix	345908 345911 348958				
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors								

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		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area	**Algebra IIB** Unit 1: Matrices	• Determinant of a Matrix Pg 2 In a text based lesson with interactive student practice problems, students find the area of a triangle given the coordinates of the vertices using determinants.		345911				
A.SSE	**Seeing Structure in Expressions**										
	Cluster 1	**Interpret the structure of expression**									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	**MACC.912.A-SSE.1.1.a**	Interpret parts of an expression, such as terms, factors, and coefficients								
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Compound Interest Pg 4 Through a text and multimedia with audio presentation lesson and practice activity, students learn that the factor $(1 + r/n)$ in the compound interest formula can be treated as a single number.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice and free response questions, the student will compute future values of exponential growth and decay by performing the arithmetic in the formula.	344560				
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$	**Algebra IIB** Unit 4: Polynomials	• Factoring Polynomials Pgs 3-5 Through a text based lesson, students review basic factoring rules and apply them to various expressions.	• Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students will demonstrate the ability to factor various polynomials.	348971				
	Cluster 2	**Write expressions in equivalent forms to solve**									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								
	MACC.912.A-SSE.2.3	**MACC.912.A-SSE.2.3.a**	Factor a quadratic expression to reveal the zeros of the function it defines	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by Factoring Pgs 1-2 Through a text based lesson with an interactive practice activity, students will learn to find the zeros of quadratic functions by factoring those quadratics and then setting each factor equal to 0 and solving.	• Unit 4 Assignment: Solving Quadratic Equations by Factoring • Unit 4 Test: Quadratic Functions Using multiple choice questions, students will find zeros of quadratic functions.	344410				
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines	**Algebra IIB** Unit 5: Conic Sections	• Graphing a Parabola with Vertex at (h, k) Pg 4 In a text and multimedia with audio based lesson with interactive student practice problems, students complete the square of a quadratic in two variables to find the vertex and are shown that for a parabola that opens vertically, the y coordinate of the vertex is a maximum or minimum value.	Unit 5 Activity: Graphing Parabolas Unit 5 Assignment: Parabolas Unit 5 Test: Conic Sections Using a free response worksheet activity and multiple choice questions, students will find the vertex of a parabola from a quadratic function.	345968				
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as $(1.15^{(1/12)})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Compound Interest Pg 3 In a text based lesson with practice problems, students learn to calculate monthly and quarterly interest rates using the properties of exponents.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice and free response questions, the student will calculate quarterly and monthly interest rates.	344560				

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		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	**Algebra IIB** Unit 6: Sequences and Series	• Partial Sums of a Geometric Series Pgs 1-3 In text based lessons with a multimedia practice problem, the formula for the sum of a finite geometric series is derived and application problems are solved.	• Unit 6 Assignment: Geometric Sequences and Series • Unit 6 Test: Sequences and Series Using multiple choice questions, the student will compute the sum of finite geometric series.	346043				
A.APR	**Arithmetic with Polynomials and Rational**										
	Cluster 1	**Perform arithmetic operations on polynomials**									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials	**Algebra IIB** Unit 4: Polynomials	• Addition, Subtraction, and Multiplication of Polynomials Pg 4 In a text based lesson, students learn to add, subtract, and multiply polynomial expressions and that in doing so, they will always get a polynomial expression as a result.		348976				
	Cluster 2	**Understand the relationship between zeros and factors**									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x)	**Algebra IIB** Unit 4: Polynomials	• Remainder Theorem and Factor Theorem Pgs 1-2 In a text based lesson and with practice problems, students learn to use synthetic division to find function values and that when the function value is zero, that (x - a) is a factor of the polynomial.	• Unit 4 Assignment: Polynomial Division • Unit 4 Test: Polynomials Using multiple choice questions, students will use synthetic substitution to find function values and factors of polynomials.	348972				
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial	**Algebra IIB** Unit 4: Polynomials	• Graphing Polynomials Pg 1 • Calculating Zeros of Polynomials Pgs 1-3 Through text based lessons with student practice problems, students learn to make sketches of polynomial functions using zeros and the y intercept of the function.	• Unit 4 Assignment: Basic Definitions and Graphing • Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students will identify reasonable sketches of polynomial functions.	348968 348969				
	Cluster 3	**Use polynomial identities to solve problems**									
		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples	**Algebra IIB** Unit 4: Polynomials	• Addition, Subtraction, and Multiplication of Polynomials Pg 3 • Factoring Polynomials Pgs 3-5 Through text based lessons, students learn polynomial identities and use them to prove the truth of polynomial equations.	• Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students will use polynomial identities to prove the truth of other polynomial identities.	348976 348971				
		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x+y)^n$ in powers of *x* and *y* for a positive integer n, where *x* and *y* are any numbers, with coefficients determined for example by Pascal's Triangle.	**Algebra IIB** Unit 4: Polynomials	• Binomial Theorem Pgs 3-5 • Finding the Nth Term in an Expansion Pgs 1-3 In text based lessons with interactive student practice students will understand how to expand powers of binomial expressions using the Binomial Theorem and by using Pascal's Triangle.	• Unit 4 Assignment: Operations with Polynomials • Unit 4 Test: Polynomials Using multiple choice and true/false questions, students will identify expansions of binomials and identify specific terms of those expansions.	348975 348974				
	Cluster 4	**Rewrite rational expressions**									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system	**Algebra IIB** Unit 4: Polynomials	• Polynomial Division and Synthetic Division Pgs 1 & 3 Through a text based lesson with interactive student practice, students will divide polynomials to determine the quotient and remainder.	• Unit 4 Assignment: Polynomial Division • Unit 4 Test: Polynomials Using multiple choice questions, students will perform long division on polynomials to determine the quotient and remainder.	348973				

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		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions	**Algebra IIA** Unit 2: Functions and Relations	• Operations with Functions Pg 1 In a text based lesson, students will see that the result of adding, subtracting, multiplying, or dividing well defined rational expressions is always a rational expression, thus making closure under those operations.	• Unit 2 Assignment: Operations with and Composition of Functions • Unit 2 Test: Functions and Relations Using multiple choice questions, students will perform arithmetic operations to rational expressions and get rational expressions as solutions.	344374				
A.CED	**Creating Equations**										
	Cluster 1	**Create equations that describe numbers or**									
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions	**Algebra IIA** Unit 6: Rational Functions Unit 7: Exponential and Logarithmic Functions	• Solutions to Rational Equations • Solving Rational Inequalities In a text based lesson with a multimedia tutorial and interactive practice questions, students will solve and check answers to rational equations from application scenarios. • Applications of Exponential Growth and Decay Pgs 2-3 In a text based lesson with interactive practice questions, students will set up and solve exponential growth and decay problems.	• Unit 6 Assignment: Solving and Estimating Solutions to Rational Equations and Inequalities • Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice and true/false questions, students will demonstrate mastery of solving equations in one variable.					
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Graphing Systems of Equations In a text based lesson, students will solve systems of linear equations by graphing and with the use of a graphing calculator.	• Unit 2 Assignment: Graphing Systems of Equations Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students graph and solve systems equations.	348961				
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Linear Programming In a text based lesson, students will solve maximum or minimum problems using the process of Linear Programming, including the concept of constraints and feasible region.	• Unit 2 Assignment: Solving Systems of Inequalities and Linear Programming Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students graph systems of linear inequalities and using the principles of Linear Programming, discover maximum or minimum values for a given function in two variables.	348963				
		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R								
A.REI	**Reasoning with Equations and Inequalities**										
	Cluster 1	**Understand solving equations as a process of**									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method								

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		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise	**Algebra IIA** Unit 5: Radical Functions Unit 6: Rational Functions	• Solving Radical Equations Pgs 1-4 • Estimate a Solution Using a Graph Pg 2 • Solutions to Rational Equations Pgs 1-6 Through text based lessons with multimedia tutorials, students will solve rational and radical equations, checking the solutions to make sure that they are not extraneous solutions.	• Unit 5 Assignment: Solving Radical Equations and Inequalities • Unit 5 Test: Radical Functions • Unit 6 Assignment: Solving and Estimating Solutions to Rational Equations and Inequalities • Unit 6 Test: Rational Functions Using multiple choice questions, students will solve rational and radical equations, making sure that the solutions are not extraneous	344450 344452 344507				
	Cluster 2	**Solve equations and inequalities in one variable**									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters								
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable								
	MACC.912.A-REI.2.4	MACC.912.A-REI.2.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by Completing the Square Pgs 2-3 • The Discriminant and The Quadratic Formula Pg 2 In a text based lesson with practice problems, students will solve quadratic equations by completing the square, then see how this process is used in the following lesson to derive the quadratic formula.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions Using multiple choice and true/false questions, students will solve quadratic equations by completing the square or by the quadratic formula	344413 344414				
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by Factoring Pgs 1-2 In a text based lesson, students will review the zero product property and use it to solve quadratic equations by factoring. • Solving Quadratic Functions by the Square Root Method Pgs 1-4 In a text based lesson, students will solve quadratic equations by taking the square root of both sides of the equation. • Solving Quadratic Functions by Completing the Square Pgs 2-3 • The Discriminant and The Quadratic Formula Pgs 3-4 In a text based lesson with practice problems, students will solve a quadratic equation by completing the square, then this process is used in the following lesson to derive the quadratic formula.	• Unit 4 Assignment: Solving Quadratic Equations by Factoring • Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Assignment: The Quadratic Formula and Solving Quadratic Inequalities • Unit 4 Test: Quadratic Functions Using multiple choice and true/false questions, students demonstrate mastery of solving quadratic equations using several methods.	344410 349246 344413 344414				
	Cluster 3	**Solve systems of equations**									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions								
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Graphing Systems of Equations In a text based lesson, students will solve systems of linear equations by graphing and with the use of a graphing calculator.	• Unit 2 Assignment: Graphing Systems of Equations Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students graph and solve systems equations	348961				

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		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2+y^2 = 3$	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Solve a System of Equations Using Substitution Pg 1 • Graphing Systems of Non-Linear Equations Pg 1 In text based lessons with a multimedia practice problem, students will solve systems of non-linear equations by graphing and by substitution.	• Unit 2 Assignment: Solving Systems with Substitution and Elimination • Unit 2 Assignment: Applications and Non-Linear Systems • Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students will solve non-linear systems	345918				
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Solve Systems of Equations Using Matrices Pgs 1-2 • Solving Systems of Equations with Three Variables Using Matrices Pgs 2-5 In text based lessons with a multimedia tutorial, students will solve a system of equations using matrices by hand and using technology.	• Unit 2 Assignment: Solving Systems with Matrices • Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students will solve systems of equations using matrices.	345920 345931				
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater)	**Algebra IIB** Unit 1: Matrices Unit 2: Systems of Equations and Inequalities	• Inverse of a 2 x 2 Matrix Pgs 1-3 • Inverse of a 3 x 3 Matrix Pgs 1-3 In text based lessons, students will find the inverse of a 2 x 2 matrix by hand and the inverse of a 3 x 3 matrix using the graphing calculator or spreadsheet. • Solve Systems of Equations Using Matrices Pgs 1-2 • Solving Systems of Equations with Three Variables Using Matrices Pgs 1-5 In a text based lesson with multimedia tutorials, students will solve a system of equations using matrices by hand and using technology.	• Unit 1 Assignment: Determinants and Inverses • Unit 1 Test: Matrices • Unit 2 Assignment: Solving Systems with Matrices • Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students will solve systems of equations using matrices.	348958 348959 345920 345931				
	Cluster 4	**Represent and solve equations and inequalities**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).								
		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.								
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes								
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$								

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		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context								
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	**Algebra IIB** Unit 6: Sequences and Series	• Arithmetic Sequence Pg 1 Through a text based lesson, students will find terms of sequences defined both explicitly and recursively.	• Unit 6 Assignment: Arithmetic Sequences and Series • Unit 6 Test: Sequences and Series Using multiple choice questions, students will find specific terms of a sequence.	346033				
	Cluster 2	**Interpret functions that arise in applications in terms of**									
		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.								
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities	• Real World Applications of Linear Functions Pg 1 Through a text with graphics based lesson, students will determine the domain and range of a function depending on the relationship involved.	• Unit 3 Assignment: Scatterplots, Correlation, Line of Fit, and Applications of Linear Functions • Unit 3 Test: Graphing Linear and Absolute Value Equations and Inequalities Using multiple choice questions, students will define a domain of a function given the application it represents.	348188				
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.								
	Cluster 3	**Analyze functions using different representations**									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	**MACC.912.F-IF.3.7.a**	Graph linear and quadratic functions and show intercepts, maxima, and minima	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 4: Quadratic Functions **Algebra IIB** Unit 5: Conic Sections	• Graphing Linear Functions Pgs 1-3 • Graph of a Quadratic Function Pgs 1, 4-5 • Solving Quadratic Equations by Graphing Pg 1 • The Parent Function and Transformations of Quadratic Functions Pgs 5-6 • Graphing a Parabola With a Vertex (h, k) Pgs 1-4 Through text and multimedia based lessons, students will graph various linear and quadratic functions and identify x and y intercepts and vertices.	• Unit 3 Test: Graphing Linear and Absolute Value Functions and Inequalities • Unit 4 Assignment: Solving Quadratic Equations by Graphing • Unit 4 Test: Quadratic Functions • Unit 5 Activity: Graphing Parabolas • Unit 5 Assignment: Parabolas • Unit 5 Test: Conic Sections Using multiple choice and true/false questions, students will graph and understand linear and quadratic functions.	344398 344418 349719 349042 345968				

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		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions	**Algebra IIA** Unit 2: Functions and Relations Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 5: Radical Functions	• Characteristics of Graphs of Functions Pg 1 • Graphing Absolute Value Functions Pgs 1-5 • Graphing Linear Functions • Graphing Absolute Value Functions • Transformations of Square Root and Cube Root Functions Pgs 1, 7-8 • Gizmo: Graphing Radical Functions Pg 1 In text based lessons with multimedia presentations, students will identify various types of functions, including step, absolute value, and piecewise-defined functions. In Unit 5, they will graph and transform square root and cube root functions.	• Unit 2 Assignment: Relations and Functions Unit 2 Test: Functions and Relations • Unit 3 Test: Graphing Linear and Absolute Value Functions and Inequalities • Unit 5 Assignment: Graphing Radical Functions • Unit 5 Activity: Graphing Radical Functions • Unit 5 Test: Radical Functions Using multiple choice, true/false questions, and free response worksheet assignments, students will demonstrate an understanding of various types of functions.	349350 349348 344398 349348 344440 344442				
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior	**Algebra IIB** Unit 4: Polynomials	• Graphing Polynomials Pgs 1-4 Through a text based lesson, students will sketch polynomial functions using end behavior, x intercepts, and y intercept	• Unit 4 Assignment: Basic Definitions and Graphing • Unit 4 Test: Polynomials Using multiple choice questions, students will identify correctly graphed polynomial functions and identify key aspects of the functions.	348968				
		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior	**Algebra IIA** Unit 6: Rational Functions	• Transformations of Rational Function Pgs 1-4 In a text based lesson with multimedia practice, students will identify vertical and horizontal asymptotes of rational functions and then graph the functions.	• Unit 6 Activity: Transformations of Rational Functions • Unit 6 Test: Rational Functions Using a free response worksheet activity and multiple choice questions, students will graph rational functions.	344491				
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Graphs of Exponential Functions Pgs 1-4 • Transformations of Logarithmic Functions Pgs 1-3 In text based lessons, students will graph exponential then logarithmic functions using parameters that transform the functions.	• Unit 7 Assignment: Graphing Exponential Functions • Unit 7 Assignment: Graphing Logarithmic Functions • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students will identify correctly graphed exponential, logarithmic, and trigonometric functions and identify various aspects of the graphs.	344550 344566				
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								

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	MACC.912.F-IF.3.8	MACC.912.F-IF.3.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context	**Algebra IIA** Unit 4: Quadratic Functions **Algebra IIB** Unit 5: Conic Sections	• Solving Quadratic Functions by Factoring Pgs 1-2 • Solving Quadratic Functions by Completing the Square Pgs 2-3 • Graphing a Parabola With a Vertex (h, k) Pg 4 In text based lessons with interactive practice questions and examples, students will graph quadratic functions by using the zeros, y intercept, and symmetry.	• Unit 4 Assignment: Solving Quadratic Equations by Factoring • Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions • Unit 5 Activity: Graphing Parabolas • Unit 5 Assignment: Parabolas • Unit 5 Test: Conic Sections Using multiple choice and true/false questions, students will graph quadratic functions.	344410 344413 345968				
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Applications of Exponential Growth and Decay Pgs 2-3 • Compound Interest Pg 3 Through text based lessons with interactive student practice activities, students will interpret growth and decay functions based on the base of the exponent, and growth rate, given as a percentage.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students will identify growth and decay functions and interpret the base of the exponent as indicate the percentage of growth or decay.	344559 344560				
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum	**Algebra IIA** Unit 4: Quadratic Functions	• Graph of a Quadratic Function Pg 3 In a text based lesson with a multimedia example, students will find the vertex of a quadratic function, then in a student interactive practice exercise will identify will identify the vertex of a graph of a function or one defined by a table has a higher (or lower) maximum (or minimum).	Unit 4 Assignment: Solving Quadratics by Graphing Using multiple choice questions, students identify the vertex of various quadratic functions.	344418				
F.BF	**Building Functions**										
	Cluster 1	**Build a function that models a relationship between two**									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								
	MACC.912.F-BF.1.1	MACC.912.F-BF.1.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context								
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Applications of Exponential Growth and Decay Pg 2 Through a text based lesson with a multimedia practice exercise, students calculate the time it will take for a cup of coffee to cool to a particular temperature	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students will determine the growth or decay rate and find particular function values.	344559				
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time	**Algebra IIA** Unit 2: Functions and Relations	• Composition of Functions Pg 2 In a text based lesson, students determine the best scenario for the buyer when there is a dollar discount, and then a percentage discount by determining which coming first would most benefit the buyer.	•Unit 2 Assignment: Operations with and Composition of Functions Unit 2 Test: Functions and Relations. Using multiple choice questions, students will determine the formula for and value of composition of functions.	344376				
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.								
	Cluster 2	**Build new functions from existing functions**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them								
		MACC.912.F-BF.2.4	Find inverse functions								
	MACC.912.F-BF.2.4	MACC.912.F-BF.2.4.a	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$	**Algebra IIA** Unit 2: Functions and Relations	• Inverse Pg 1 • Function Notation Pgs 2-3 In a text based lesson with multimedia practice problems, students will create the inverse of a function and learn the horizontal line test to verify that the inverse of a function is a function.	• Unit 2 Assignment: Inverses and Function Notation • Unit 2 Test: Functions and Relations Using multiple choice questions, students identify the inverse of a given function.	344371 344372				
		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another	**Algebra IIA** Unit 2: Functions and Relations	• Composition of Functions Pg 3 Through a text based lesson, students verify that the composition of inverse functions is the identity function.	• Unit 2 Assignment: Operations with and Composition of Functions • Unit 2 Test: Functions and Relations Using multiple choice questions, students verify that two functions are inverses by composing them to get the identity function.	344376				
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse	**Algebra IIA** Unit 2: Functions and Relations	• Inverse Pg 1 • Function Notation Pg 3 In a text based lesson with multimedia tools for determining if a function has an inverse, students will reverse the x and y coordinates to get the inverse of a point.	• Unit 2 Assignment: Inverses and Function Notation • Unit 2 Test: Functions and Relations Using multiple choice questions, students find the inverse of a given relation by reversing the x and y coordinates.	344371 344372				
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain	**Algebra IIA** Unit 2: Functions and Relations	• Inverse Pg 2 In a text based lesson, students verify that the inverse of y = x^2 + 2 function can be produced by restricting the domain of that function.		344371				
		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Exponential and Logarithmic Functions Pgs 2, 4-5 • Solving Exponential Equations Pgs1-3 In a text and multimedia based lesson, students will transform exponential expressions into their equivalent logarithmic form and solve exponential equations when a common base is available.	• Unit 7 Assignment: Exponential and Logarithmic Functions and Simplifying Logarithms • Unit 7 Assignment: Solving Exponential and Logarithmic Equations • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students transform exponential equations into logarithmic form and vice versa.	344532 344572				
F.LE	**Linear, Quadratic, and Exponential Models**										
	Cluster 1	**Construct and compare linear, quadratic, and**									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	MACC.912.F-LE.1.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 7: Exponential and Logarithmic Functions	• Graphing Linear Functions Pg 1 In a text based lesson, students verify that the slope is the rate of change such that when x increases by 1, y changes by m. • Graphs of Exponential Functions Pg 1 In a text based lesson, students will verify that when x increases by 1, y is multiplied by b.		344398 344550				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another				344338				
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another				347160				
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions **Algebra II B** Unit 6: Sequences and Series	• Applications of Exponential Growth and Decay Pgs 2-3 • The nth Terms of a Geometric Sequence Pgs 1-4 • Gizmo: Geometric Sequences and Series Pgs 1-2 • Applications of Geometric Sequences and Series Pg 2 In text and multimedia based lessons students create linear and exponential functions given a graph, a table, or the terms of a sequence.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Unit 6 Assignment: Geometric Sequences and Series Unit 6 Test: Sequences and Series Using multiple choice and true/false questions, students identify linear and exponential equations given sufficient information about the function.	344559 346042 346045 348980				
		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Graphs of Exponential Functions Pg 1 In a text based lesson , students verify that eventually, the value of an exponential function will surpass a linear function, no matter how close the base is to 1 and how large the slope is.		344550				
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct}=d$ where a, c, and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Simplifying Logarithms Pg 2 • Solving Exponential Equations Pgs2-3 • Gizmo: Logarithmic Functions Pg 1 • Applications of Exponential Growth and Decay Pgs 2-3 In text based lessons with multimedia presentations and practice problems, students will solve exponential equations without common bases by taking the log (or ln) of both sides of the equation.	• Unit 7 Assignment: Exponential and Logarithmic Functions and Simplifying Logarithms • Unit 7 Assignment: Solving Exponential and Logarithmic Equations • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students solve exponential equations by taking the log (or ln) of both sides of the equation.	344573 344572 344533 344559				
	Cluster 2	**Interpret expressions for functions in terms of the**									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 7: Exponential and Logarithmic Functions	• Real World Applications of Linear Functions Pg 1 • Applications of Exponential Growth and Decay Pg 2 In text based lessons with multimedia presentations, students verify how numbers like slope and base affect a linear or exponential function	• Unit 3 Assignment: Scatterplots, Correlation, Line of Fit, and Applications of Linear Functions • Unit 3 Test: Graphing Linear and Absolute Value Equations and Inequalities • Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students utilize the varying parameter in linear and exponential functions to create models of real world data and solve equations.	348188 344559				
F.TF	**Trigonometric Functions**										
	Cluster 1	**Extend the domain of trigonometric functions using the**									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.								

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		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle								
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number								
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions								
	Cluster 2	**Model periodic phenomena with trigonometric functions**									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.								
		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed								
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context								
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle								
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems								
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc								
		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).								
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself								
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.								
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another								
	Cluster 2	**Understand congruence in terms of rigid motions**									

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		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent								
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent								
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions								
	Cluster 3	**Prove geometric theorems**									
		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints								
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.								
		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.								
	Cluster 4	**Make geometric constructions**									
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.								
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle								
G.SRT	**Similarity, Right Triangles, and Trigonometry**										
	Cluster 1	**Understand similarity in terms of similarity**									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged								
		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor								

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		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides								
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar								
	Cluster 2	**Prove theorems involving similarity**									
		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity								
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures								
	Cluster 3	**Define trigonometric ratios and solve problems**									
		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles								
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles								
		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.								
	Cluster 4	**Apply trigonometry to general triangles**									
		MACC.912.G-SRT.4.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side								
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems								
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces								
G.C	**Circles**										
	Cluster 1	**Understand and apply theorems about circles**									
		MACC.912.G-C.1.1	Prove that all circles are similar								
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.								
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle								
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle								
	Cluster 2	**Find arc lengths and areas of sectors of circles**									
		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector								
G.GPE	**Expressing Geometric Properties with Equations**										
	Cluster 1	**Translate between the geometric description and the**									

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		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation	**Algebra IIB** Unit 5: Conic Sections	• Graphing a Circle Pgs 2-3, 6-7 • Writing the Equation of a Circle Pgs 1-2 In text based lessons with multimedia examples, the student verifies that the equation of a circle is equivalent to the Pythagorean Theorem.	• Unit 5 Assignment: Circles • Unit 5 Test: Conic Sections Using multiple choice questions, the student will find the equation of a circle, given the center and radius or the graph.	345974 348979				
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix	**Algebra IIB** Unit 5: Conic Sections	• Writing the Equation of a Parabola Pgs 1-2 Through a teacher led multimedia based lesson students will find the equation of a parabola, given a specific focus and directrix.	• Unit 5 Assignment: Parabolas • Unit 5 Test: Conic Sections Using multiple choice questions, students write the equation of a parabola in vertex form, given the focus and directrix.	345990				
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant	**Algebra IIB** Unit 5: Conic Sections	• Graphing an Ellipse With a Center at the Origin Pg 1 • Writing the Equation of an Ellipse Pgs 1-2 • Parts of a Hyperbola Pg 1 • Graphing a Hyperbola Centered at the Origin Pg 3 • Writing the Equation of a Hyperbola Pgs 1-3 In a text and multimedia with audio based lesson with interactive student practice problems, students will find the equation of a vertical or horizontal ellipse and hyperbola, given the center, major and minor axis length, or the equation.	• Unit 5 Assignment: Ellipses • Unit 5 Assignment: Hyperbolas • Unit 5 Test: Conic Sections Using multiple choice questions, students choose the equation from the graph of an ellipse or hyperbola, the graph from the equation, or specific information about the ellipse from the graph or the equation.	345979 345981 345986 345987 345990				
	Cluster 2	**Use coordinates to prove simple geometric theorems**									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)								
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).								
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio								
		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.								
G.GMD	**Geometric Measurement and Dimension**										
	Cluster 1	**Explain volume formulas and use them to solve**									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.								
		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures								
		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.								
	Cluster 2	**Visualize relationships between two dimensional and**									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects								

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G.MG	**Modeling with Geometry**										
	Cluster 1	**Apply geometric concepts in modeling situations**									
		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).								
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).								
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).								
S.ID	**Interpreting Categorical and Quantitative Data**										
	Cluster 1	**Summarize, represent, and interpret data on a single**									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)								
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	**Summarize, represent, and interpret data on two**									
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association								
	Cluster 3	**Interpret linear models**									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								
		MACC.912.S-ID.3.9	Distinguish between correlation and causation	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities	• Scatter Plots and Correlation Pg 1 In a text based lesson, students verify that correlation between two variables does not mean that one causes the other, that there may be other variables involved.		344403				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
S.IC	**Making Inferences and Justifying Conclusions**										
	Cluster 1	**Understand and evaluate random processes underlying**									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data								
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not")								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent								
		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								

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		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer								
	Cluster 2	**Use the rules of probability to compute probabilities of**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								
	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant								

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		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									
		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.								
	Cluster 2	**Reason abstractly and quantitatively.**									
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and								
	Cluster 3	**Construct viable arguments and critique the reasoning**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or								
	Cluster 4	**Model with mathematics.**									
		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their								
	Cluster 5	**Use appropriate tools strategically.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When								
	Cluster 6	Attend to precision.									
		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.								
	Cluster 7	Look for and make use of structure.									

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		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as								
	Cluster 8	Look for and express regularity in repeated reasoning.									
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain								

Alignment Document
Common Core Mathematics

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
CCMA N.RN	**The Real Number Systems**										
	Cluster 1	**Extend the properties of exponents to rational**									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 5^1/3 to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5								
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents								
	Cluster 2	**Use properties of rational and irrational numbers.**									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.								
N.Q	**Quantities**										
	Cluster 1	**Reason quantitatively and use units to solve problems**									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.								
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling								
		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities								
N.CN	**The Complex Number Systems**										
	Cluster 1	**Perform arithmetic operations with complex numbers**									
		MACC.912.N-CN.1.1	Know there is a complex number *i* such that $i^2 = -1$, and every complex number has the form a + bi with a and b real	**Algebra IIA** Unit 4: Quadratic Functions	• Imaginary and Complex Numbers Pgs 2-3 In a text based lesson with student practice problems, students are given the definitions of the imaginary unit and the complex number in a + b*i* form.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions Using multiple choice questions, students must identify various powers of i and perform arithmetic operations with complex numbers.	344412				
		MACC.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	**Algebra IIA** Unit 4: Quadratic Functions	• Imaginary and Complex Numbers Pgs 2-3 In a text based lesson with student practice problems, students are shown how to compute powers of*i* and how to add, subtract, multiply, and divide complex numbers.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions Using multiple choice questions, students must identify various powers of i and perform arithmetic operations with complex numbers.	344412				
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.								
	Cluster 2	**Represent complex numbers and their operations on**									

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		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number								
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}\,i)^3 = 8$ because (-1 + √3 i) has modulus 2 and argument 120°								
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints								
	Cluster 3	**Use complex numbers in polynomial identities and**									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by the Square Root Method Pgs 1 & 3 • Solving Quadratic Functions by Completing the Square Pgs 2-3 • The Discriminant and The Quadratic Formula Pg 4 In text based lessons with student practice problems, students solve quadratic equations using various techniques, seeing that complex solutions are just as likely as real solutions.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Assignment: The Quadratic Formula and Solving Quadratic Inequalities • Unit 4 Test: Quadratic Functions Using multiple choice questions, students solve quadratic equations having complex roots using various techniques.	349346 344413 344414				
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$	**Algebra II B** Unit 4: Polynomials	• Calculating Zeros of Polynomials, pg 2 In a text based lesson with student practice problems, students solve x^2 + 1 = 0 and get ±*i* are shown that this leads to a factorization of $(x + i)(x - i)$		348969				
		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials	**Algebra IIB** Unit 4: Polynomials	• The Fundamental Theorem of Algebra Pgs 1 & 3 In a text based lesson with student practice problems, students are learn about the Fundamental Theorem of Algebra and that it shows that quadratic equations always have two solutions, even though the two solutions might be the same number.	• Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students determine the number of solutions of quadratic equations.	348970				
N.V	**Vector and Matrix Quantities**										
	Cluster 1	**Represent and Model with Vector Quantities**									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, **v**)								
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point								
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector								
	Cluster 2	**Perform Operations on Vectors**									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes								

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		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum								
		MACC.912.N-VM.2.4.c	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise								
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	**MACC.912.N-VM.2.5.a**	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$								
		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using $\|cv\| = \|c\|v$.Compute the direction of cv knowing that when $\|cv\| \neq 0$, the direction of cv is either along v (for c > 0) or against v (for c < 0)								
	Cluster 3	**Perform operations on matrices and use matrices in**									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network	**Algebra IIB** Unit 1: Matrices	• Matrix Basics Pgs 2-3 In a text-based lesson and practice activity, students are shown how to arrange given data into a suitable matrix	• Unit 1 Assignment: Adding and Subtracting Matrices • Unit 1 Test: Matrices Using multiple choice questions, students must identify which matrix matches given information.	345907				
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled	**Algebra IIB** Unit 1: Matrices	• Scalar Multiplication of Matrices Pgs 2-3 Through a text-based lesson with multimedia presentations with audio and practice activity, students will compute scalar multiples of given matrices.	• Unit 1 Assignment: Matrix Multiplication • Unit 1 Test: Matrices Using both free response and multiple choice questions, students compute scalar multiples of given matrices.	345909				
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions	**Algebra IIB** Unit 1: Matrices	• Adding and Subtracting Matrices Pgs 1-2 • Multiplication of Matrices Pgs 2-4 In text-based lessons with multimedia presentation with audio and an interactive game-type practice activity, students perform addition, subtraction, and multiplication of matrices.	• Unit 1 Assignment: Adding and Subtracting Matrices • Unit 1 Assignment: Matrix Multiplication • Unit 1 Test: Matrices Using both multiple choice questions and free response subjective questions, students will add, subtract, and multiply matrices.	345908				
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties	**Algebra IIB** Unit 1: Matrices	• Multiplication of Matrices Pg 4 In text-based lessons with multimedia presentation with audio and an interactive game-type practice activity, students are shown by example that matrix multiplication is not, in general, commutative, but is associative.		345910				
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse	**Algebra IIB** Unit 1: Matrices	• Adding and Subtracting Matrices Pg 1 • Determinant of a Matrix Pgs 1-3 • Inverse of a 2x2 Matrix Pg 1 Through a text-based lesson and practice activity, students are shown that the zero matrix and identity matrix will take the place of 0 and 1 in real number operations and how to compute the inverse of a 2 by 2 matrix manually and a 3 by 3 matrix using technology.	• Unit 1 Assignment: Determinants and Inverses • Unit 1 Test: Matrices Using multiple choice questions, students perform operations involving the zero and identify matrices and find the inverse of a 2 by 2 matrix	345908 345911 348958				
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors								

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		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area	**Algebra IIB** Unit 1: Matrices	• Determinant of a Matrix Pg 2 In a text based lesson with interactive student practice problems, students find the area of a triangle given the coordinates of the vertices using determinants.		345911				
A.SSE	**Seeing Structure in Expressions**										
	Cluster 1	**Interpret the structure of expression**									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	**MACC.912.A-SSE.1.1.a**	Interpret parts of an expression, such as terms, factors, and coefficients								
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Compound Interest Pg 4 Through a text and multimedia with audio presentation lesson and practice activity, students learn that the factor $(1 + r/n)$ in the compound interest formula can be treated as a single number.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice and free response questions, the student will compute future values of exponential growth and decay by performing the arithmetic in the formula.	344560				
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$	**Algebra IIB** Unit 4: Polynomials	• Factoring Polynomials Pgs 3-5 Through a text based lesson, students review basic factoring rules and apply them to various expressions.	• Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students will demonstrate the ability to factor various polynomials.	348971				
	Cluster 2	**Write expressions in equivalent forms to solve**									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								
	MACC.912.A-SSE.2.3	**MACC.912.A-SSE.2.3.a**	Factor a quadratic expression to reveal the zeros of the function it defines	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by Factoring Pgs 1-2 Through a text based lesson with an interactive practice activity, students will learn to find the zeros of quadratic functions by factoring those quadratics and then setting each factor equal to 0 and solving.	• Unit 4 Assignment: Solving Quadratic Equations by Factoring • Unit 4 Test: Quadratic Functions Using multiple choice questions, students will find zeros of quadratic functions.	344410				
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines	**Algebra IIB** Unit 5: Conic Sections	• Graphing a Parabola with Vertex at (h, k) Pg 4 In a text and multimedia with audio based lesson with interactive student practice problems, students complete the square of a quadratic in two variables to find the vertex and are shown that for a parabola that opens vertically, the y coordinate of the vertex is a maximum or minimum value.	Unit 5 Activity: Graphing Parabolas Unit 5 Assignment: Parabolas Unit 5 Test: Conic Sections Using a free response worksheet activity and multiple choice questions, students will find the vertex of a parabola from a quadratic function.	345968				
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as $(1.15^{(1/12)})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Compound Interest Pg 3 In a text based lesson with practice problems, students learn to calculate monthly and quarterly interest rates using the properties of exponents.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice and free response questions, the student will calculate quarterly and monthly interest rates.	344560				

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		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	**Algebra IIB** Unit 6: Sequences and Series	• Partial Sums of a Geometric Series Pgs 1-3 In text based lessons with a multimedia practice problem, the formula for the sum of a finite geometric series is derived and application problems are solved.	• Unit 6 Assignment: Geometric Sequences and Series • Unit 6 Test: Sequences and Series Using multiple choice questions, the student will compute the sum of finite geometric series.	346043				
A.APR	**Arithmetic with Polynomials and Rational**										
	Cluster 1	**Perform arithmetic operations on polynomials**									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials	**Algebra IIB** Unit 4: Polynomials	• Addition, Subtraction, and Multiplication of Polynomials Pg 4 In a text based lesson, students learn to add, subtract, and multiply polynomial expressions and that in doing so, they will always get a polynomial expression as a result.		348976				
	Cluster 2	**Understand the relationship between zeros and factors**									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x)	**Algebra IIB** Unit 4: Polynomials	• Remainder Theorem and Factor Theorem Pgs 1-2 In a text based lesson and with practice problems, students learn to use synthetic division to find function values and that when the function value is zero, that (x - a) is a factor of the polynomial.	• Unit 4 Assignment: Polynomial Division • Unit 4 Test: Polynomials Using multiple choice questions, students will use synthetic substitution to find function values and factors of polynomials.	348972				
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial	**Algebra IIB** Unit 4: Polynomials	• Graphing Polynomials Pg 1 • Calculating Zeros of Polynomials Pgs 1-3 Through text based lessons with student practice problems, students learn to make sketches of polynomial functions using zeros and the y intercept of the function.	• Unit 4 Assignment: Basic Definitions and Graphing • Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students will identify reasonable sketches of polynomial functions.	348968 348969				
	Cluster 3	**Use polynomial identities to solve problems**									
		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples	**Algebra IIB** Unit 4: Polynomials	• Addition, Subtraction, and Multiplication of Polynomials Pg 3 • Factoring Polynomials Pgs 3-5 Through text based lessons, students learn polynomial identities and use them to prove the truth of polynomial equations.	• Unit 4 Assignment: Factoring and Calculating Zeros • Unit 4 Test: Polynomials Using multiple choice questions, students will use polynomial identities to prove the truth of other polynomial identities.	348976 348971				
		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x+y)^n$ in powers of *x* and *y* for a positive integer n, where *x* and *y* are any numbers, with coefficients determined for example by Pascal's Triangle.	**Algebra IIB** Unit 4: Polynomials	• Binomial Theorem Pgs 3-5 • Finding the Nth Term in an Expansion Pgs 1-3 In text based lessons with interactive student practice students will understand how to expand powers of binomial expressions using the Binomial Theorem and by using Pascal's Triangle.	• Unit 4 Assignment: Operations with Polynomials • Unit 4 Test: Polynomials Using multiple choice and true/false questions, students will identify expansions of binomials and identify specific terms of those expansions.	348975 348974				
	Cluster 4	**Rewrite rational expressions**									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system	**Algebra IIB** Unit 4: Polynomials	• Polynomial Division and Synthetic Division Pgs 1 & 3 Through a text based lesson with interactive student practice, students will divide polynomials to determine the quotient and remainder.	• Unit 4 Assignment: Polynomial Division • Unit 4 Test: Polynomials Using multiple choice questions, students will perform long division on polynomials to determine the quotient and remainder.	348973				

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		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions	**Algebra IIA** Unit 2: Functions and Relations	• Operations with Functions Pg 1 In a text based lesson, students will see that the result of adding, subtracting, multiplying, or dividing well defined rational expressions is always a rational expression, thus making closure under those operations.	• Unit 2 Assignment: Operations with and Composition of Functions • Unit 2 Test: Functions and Relations Using multiple choice questions, students will perform arithmetic operations to rational expressions and get rational expressions as solutions.	344374				
A.CED	**Creating Equations**										
	Cluster 1	**Create equations that describe numbers or**									
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions	**Algebra IIA** Unit 6: Rational Functions Unit 7: Exponential and Logarithmic Functions	• Solutions to Rational Equations • Solving Rational Inequalities In a text based lesson with a multimedia tutorial and interactive practice questions, students will solve and check answers to rational equations from application scenarios. • Applications of Exponential Growth and Decay Pgs 2-3 In a text based lesson with interactive practice questions, students will set up and solve exponential growth and decay problems.	• Unit 6 Assignment: Solving and Estimating Solutions to Rational Equations and Inequalities • Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice and true/false questions, students will demonstrate mastery of solving equations in one variable.					
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Graphing Systems of Equations In a text based lesson, students will solve systems of linear equations by graphing and with the use of a graphing calculator.	• Unit 2 Assignment: Graphing Systems of Equations Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students graph and solve systems equations.	348961				
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Linear Programming In a text based lesson, students will solve maximum or minimum problems using the process of Linear Programming, including the concept of constraints and feasible region.	• Unit 2 Assignment: Solving Systems of Inequalities and Linear Programming Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students graph systems of linear inequalities and using the principles of Linear Programming, discover maximum or minimum values for a given function in two variables.	348963				
		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R								
A.REI	**Reasoning with Equations and Inequalities**										
	Cluster 1	**Understand solving equations as a process of**									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method								

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		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise	**Algebra IIA** Unit 5: Radical Functions Unit 6: Rational Functions	• Solving Radical Equations Pgs 1-4 • Estimate a Solution Using a Graph Pg 2 • Solutions to Rational Equations Pgs 1-6 Through text based lessons with multimedia tutorials, students will solve rational and radical equations, checking the solutions to make sure that they are not extraneous solutions.	• Unit 5 Assignment: Solving Radical Equations and Inequalities • Unit 5 Test: Radical Functions • Unit 6 Assignment: Solving and Estimating Solutions to Rational Equations and Inequalities • Unit 6 Test: Rational Functions Using multiple choice questions, students will solve rational and radical equations, making sure that the solutions are not extraneous.	344450 344452 344507				
	Cluster 2	**Solve equations and inequalities in one variable**									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.								
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable								
	MACC.912.A-REI.2.4	MACC.912.A-REI.2.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by Completing the Square Pgs 2-3 • The Discriminant and The Quadratic Formula Pg 2 In a text based lesson with practice problems, students will solve quadratic equations by completing the square, then see how this process is used in the following lesson to derive the quadratic formula.	• Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions Using multiple choice and true/false questions, students will solve quadratic equations by completing the square or by the quadratic formula.	344413 344414				
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b	**Algebra IIA** Unit 4: Quadratic Functions	• Solving Quadratic Functions by Factoring Pgs 1-2 In a text based lesson, students will review the zero product property and use it to solve quadratic equations by factoring. • Solving Quadratic Functions by the Square Root Method Pgs 1-4 In a text based lesson, students will solve quadratic equations by taking the square root of both sides of the equation. • Solving Quadratic Functions by Completing the Square Pgs 2-3 • The Discriminant and The Quadratic Formula Pgs 3-4 In a text based lesson with practice problems, students will solve a quadratic equation by completing the square, then this process is used in the following lesson to derive the quadratic formula.	• Unit 4 Assignment: Solving Quadratic Equations by Factoring • Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Assignment: The Quadratic Formula and Solving Quadratic Inequalities • Unit 4 Test: Quadratic Functions Using multiple choice and true/false questions, students demonstrate mastery of solving quadratic equations using several methods.	344410 349246 344413 344414				
	Cluster 3	**Solve systems of equations**									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions								
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Graphing Systems of Equations In a text based lesson, students will solve systems of linear equations by graphing and with the use of a graphing calculator.	• Unit 2 Assignment: Graphing Systems of Equations Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students graph and solve systems equations.	348961				

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		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2+y^2 = 3$	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Solve a System of Equations Using Substitution Pg 1 • Graphing Systems of Non-Linear Equations Pg 1 In text based lessons with a multimedia practice problem, students will solve systems of non-linear equations by graphing and by substitution.	• Unit 2 Assignment: Solving Systems with Substitution and Elimination • Unit 2 Assignment: Applications and Non-Linear Systems • Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students will solve non-linear systems.	345918				
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable	**Algebra IIB** Unit 2: Systems of Equations and Inequalities	• Solve Systems of Equations Using Matrices Pgs 1-2 • Solving Systems of Equations with Three Variables Using Matrices Pgs 2-5 In text based lessons with a multimedia tutorial, students will solve a system of equations using matrices by hand and using technology.	• Unit 2 Assignment: Solving Systems with Matrices • Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students will solve systems of equations using matrices.	345920 345931				
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater)	**Algebra IIB** Unit 1: Matrices Unit 2: Systems of Equations and Inequalities	• Inverse of a 2 x 2 Matrix Pgs 1-3 • Inverse of a 3 x 3 Matrix Pgs 1-3 In text based lessons, students will find the inverse of a 2 x 2 matrix by hand and the inverse of a 3 x 3 matrix using the graphing calculator or spreadsheet. • Solve Systems of Equations Using Matrices Pgs 1-2 • Solving Systems of Equations with Three Variables Using Matrices Pgs 1-5 In a text based lesson with multimedia tutorials, students will solve a system of equations using matrices by hand and using technology.	• Unit 1 Assignment: Determinants and Inverses • Unit 1 Test: Matrices • Unit 2 Assignment: Solving Systems with Matrices • Unit 2 Test: Systems of Equations and Inequalities Using multiple choice questions, students will solve systems of equations using matrices.	348958 348959 345920 345931				
	Cluster 4	**Represent and solve equations and inequalities**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).								
		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.								
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes								
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$								

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		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context								
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	**Algebra IIB** Unit 6: Sequences and Series	• Arithmetic Sequence Pg 1 Through a text based lesson, students will find terms of sequences defined both explicitly and recursively.	• Unit 6 Assignment: Arithmetic Sequences and Series • Unit 6 Test: Sequences and Series Using multiple choice questions, students will find specific terms of a sequence.	346033				
	Cluster 2	**Interpret functions that arise in applications in terms of**									
		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.								
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities	• Real World Applications of Linear Functions Pg 1 Through a text with graphics based lesson, students will determine the domain and range of a function depending on the relationship involved.	• Unit 3 Assignment: Scatterplots, Correlation, Line of Fit, and Applications of Linear Functions • Unit 3 Test: Graphing Linear and Absolute Value Equations and Inequalities Using multiple choice questions, students will define a domain of a function given the application it represents.	348188				
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.								
	Cluster 3	**Analyze functions using different representations**									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	**MACC.912.F-IF.3.7.a**	Graph linear and quadratic functions and show intercepts, maxima, and minima	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 4: Quadratic Functions **Algebra IIB** Unit 5: Conic Sections	• Graphing Linear Functions Pgs 1-3 • Graph of a Quadratic Function Pgs 1, 4-5 • Solving Quadratic Equations by Graphing Pg 1 • The Parent Function and Transformations of Quadratic Functions Pgs 5-6 • Graphing a Parabola With a Vertex (h, k) Pgs 1-4 Through text and multimedia based lessons, students will graph various linear and quadratic functions and identify x and y intercepts and vertices.	• Unit 3 Test: Graphing Linear and Absolute Value Functions and Inequalities • Unit 4 Assignment: Solving Quadratic Equations by Graphing • Unit 4 Test: Quadratic Functions • Unit 5 Activity: Graphing Parabolas • Unit 5 Assignment: Parabolas • Unit 5 Test: Conic Sections Using multiple choice and true/false questions, students will graph and understand linear and quadratic functions.	344398 344418 349719 349042 345968				

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		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions	**Algebra IIA** Unit 2: Functions and Relations Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 5: Radical Functions	• Characteristics of Graphs of Functions Pg 1 • Graphing Absolute Value Functions Pgs 1-5 • Graphing Linear Functions • Graphing Absolute Value Functions • Transformations of Square Root and Cube Root Functions Pgs 1, 7-8 • Gizmo: Graphing Radical Functions Pg 1 In text based lessons with multimedia presentations, students will identify various types of functions, including step, absolute value, and piecewise-defined functions. In Unit 5, they will graph and transform square root and cube root functions.	• Unit 2 Assignment: Relations and Functions Unit 2 Test: Functions and Relations • Unit 3 Test: Graphing Linear and Absolute Value Functions and Inequalities • Unit 5 Assignment: Graphing Radical Functions • Unit 5 Activity: Graphing Radical Functions • Unit 5 Test: Radical Functions Using multiple choice, true/false questions, and free response worksheet assignments, students will demonstrate an understanding of various types of functions.	349350 349348 344398 349348 344440 344442				
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior	**Algebra IIB** Unit 4: Polynomials	• Graphing Polynomials Pgs 1-4 Through a text based lesson, students will sketch polynomial functions using end behavior, x intercepts, and y intercept	• Unit 4 Assignment: Basic Definitions and Graphing • Unit 4 Test: Polynomials Using multiple choice questions, students will identify correctly graphed polynomial functions and identify key aspects of the functions.	348968				
		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior	**Algebra IIA** Unit 6: Rational Functions	• Transformations of Rational Function Pgs 1-4 In a text based lesson with multimedia practice, students will identify vertical and horizontal asymptotes of rational functions and then graph the functions.	• Unit 6 Activity: Transformations of Rational Functions • Unit 6 Test: Rational Functions Using a free response worksheet activity and multiple choice questions, students will graph rational functions.	344491				
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Graphs of Exponential Functions Pgs 1-4 • Transformations of Logarithmic Functions Pgs 1-3 In text based lessons, students will graph exponential then logarithmic functions using parameters that transform the functions.	• Unit 7 Assignment: Graphing Exponential Functions • Unit 7 Assignment: Graphing Logarithmic Functions • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students will identify correctly graphed exponential, logarithmic, and trigonometric functions and identify various aspects of the graphs.	344550 344566				
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
	MACC.912.F-IF.3.8	MACC.912.F-IF.3.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context	**Algebra IIA** Unit 4: Quadratic Functions **Algebra IIB** Unit 5: Conic Sections	• Solving Quadratic Functions by Factoring Pgs 1-2 • Solving Quadratic Functions by Completing the Square Pgs 2-3 • Graphing a Parabola With a Vertex (h, k) Pg 4 In text based lessons with interactive practice questions and examples, students will graph quadratic functions by using the zeros, y intercept, and symmetry.	• Unit 4 Assignment: Solving Quadratic Equations by Factoring • Unit 4 Assignment: Solving Quadratic Equations by Taking the Square Root and Completing the Square • Unit 4 Test: Quadratic Functions • Unit 5 Activity: Graphing Parabolas • Unit 5 Assignment: Parabolas • Unit 5 Test: Conic Sections Using multiple choice and true/false questions, students will graph quadratic functions.	344410 344413 345968				
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Applications of Exponential Growth and Decay Pgs 2-3 • Compound Interest Pg 3 Through text based lessons with interactive student practice activities, students will interpret growth and decay functions based on the base of the exponent, and growth rate, given as a percentage.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students will identify growth and decay functions and interpret the base of the exponent as indicate the percentage of growth or decay.	344559 344560				
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum	**Algebra IIA** Unit 4: Quadratic Functions	• Graph of a Quadratic Function Pg 3 In a text based lesson with a multimedia example, students will find the vertex of a quadratic function, then in a student interactive practice exercise will identify will identify the vertex of a graph of a function or one defined by a table has a higher (or lower) maximum (or minimum).	Unit 4 Assignment: Solving Quadratics by Graphing Using multiple choice questions, students identify the vertex of various quadratic functions.	344418				
F.BF	**Building Functions**										
	Cluster 1	**Build a function that models a relationship between two**									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								
	MACC.912.F-BF.1.1	MACC.912.F-BF.1.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context								
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Applications of Exponential Growth and Decay Pg 2 Through a text based lesson with a multimedia practice exercise, students calculate the time it will take for a cup of coffee to cool to a particular temperature	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students will determine the growth or decay rate and find particular function values.	344559				
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time	**Algebra IIA** Unit 2: Functions and Relations	• Composition of Functions Pg 2 In a text based lesson, students determine the best scenario for the buyer when there is a dollar discount, and then a percentage discount by determining which coming first would most benefit the buyer.	•Unit 2 Assignment: Operations with and Composition of Functions Unit 2 Test: Functions and Relations. Using multiple choice questions, students will determine the formula for and value of composition of functions.	344376				
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.								
	Cluster 2	**Build new functions from existing functions**									

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		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them								
		MACC.912.F-BF.2.4	Find inverse functions								
	MACC.912.F-BF.2.4	MACC.912.F-BF.2.4.a	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$	**Algebra IIA** Unit 2: Functions and Relations	• Inverse Pg 1 • Function Notation Pgs 2-3 In a text based lesson with multimedia practice problems, students will create the inverse of a function and learn the horizontal line test to verify that the inverse of a function is a function.	• Unit 2 Assignment: Inverses and Function Notation • Unit 2 Test: Functions and Relations Using multiple choice questions, students identify the inverse of a given function.	344371 344372				
		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another	**Algebra IIA** Unit 2: Functions and Relations	• Composition of Functions Pg 3 Through a text based lesson, students verify that the composition of inverse functions is the identity function.	• Unit 2 Assignment: Operations with and Composition of Functions • Unit 2 Test: Functions and Relations Using multiple choice questions, students verify that two functions are inverses by composing them to get the identity function.	344376				
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse	**Algebra IIA** Unit 2: Functions and Relations	• Inverse Pg 1 • Function Notation Pg 3 In a text based lesson with multimedia tools for determining if a function has an inverse, students will reverse the x and y coordinates to get the inverse of a point.	• Unit 2 Assignment: Inverses and Function Notation • Unit 2 Test: Functions and Relations Using multiple choice questions, students find the inverse of a given relation by reversing the x and y coordinates.	344371 344372				
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain	**Algebra IIA** Unit 2: Functions and Relations	• Inverse Pg 2 In a text based lesson, students verify that the inverse of y = x^2 + 2 function can be produced by restricting the domain of that function.		344371				
		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Exponential and Logarithmic Functions Pgs 2, 4-5 • Solving Exponential Equations Pgs1-3 In a text and multimedia based lesson, students will transform exponential expressions into their equivalent logarithmic form and solve exponential equations when a common base is available.	• Unit 7 Assignment: Exponential and Logarithmic Functions and Simplifying Logarithms • Unit 7 Assignment: Solving Exponential and Logarithmic Equations • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students transform exponential equations into logarithmic form and vice versa.	344532 344572				
F.LE	**Linear, Quadratic, and Exponential Models**										
	Cluster 1	**Construct and compare linear, quadratic, and**									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	MACC.912.F-LE.1.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 7: Exponential and Logarithmic Functions	• Graphing Linear Functions Pg 1 In a text based lesson, students verify that the slope is the rate of change such that when x increases by 1, y changes by m. • Graphs of Exponential Functions Pg 1 In a text based lesson, students will verify that when x increases by 1, y is multiplied by b.		344398 344550				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another				344338				
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another				347160				
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions **Algebra II B** Unit 6: Sequences and Series	• Applications of Exponential Growth and Decay Pgs 2-3 • The nth Terms of a Geometric Sequence Pgs 1-4 • Gizmo: Geometric Sequences and Series Pgs 1-2 • Applications of Geometric Sequences and Series Pg 2 In text and multimedia based lessons students create linear and exponential functions given a graph, a table, or the terms of a sequence.	• Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Unit 6 Assignment: Geometric Sequences and Series Unit 6 Test: Sequences and Series Using multiple choice and true/false questions, students identify linear and exponential equations given sufficient information about the function.	344559 346042 346045 348980				
		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Graphs of Exponential Functions Pg 1 In a text based lesson , students verify that eventually, the value of an exponential function will surpass a linear function, no matter how close the base is to 1 and how large the slope is.		344550				
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct}=d$ where a, c, and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology	**Algebra IIA** Unit 7: Exponential and Logarithmic Functions	• Simplifying Logarithms Pg 2 • Solving Exponential Equations Pgs2-3 • Gizmo: Logarithmic Functions Pg 1 • Applications of Exponential Growth and Decay Pgs 2-3 In text based lessons with multimedia presentations and practice problems, students will solve exponential equations without common bases by taking the log (or ln) of both sides of the equation.	• Unit 7 Assignment: Exponential and Logarithmic Functions and Simplifying Logarithms • Unit 7 Assignment: Solving Exponential and Logarithmic Equations • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students solve exponential equations by taking the log (or ln) of both sides of the equation.	344573 344572 344533 344559				
	Cluster 2	**Interpret expressions for functions in terms of the**									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities Unit 7: Exponential and Logarithmic Functions	• Real World Applications of Linear Functions Pg 1 • Applications of Exponential Growth and Decay Pg 2 In text based lessons with multimedia presentations, students verify how numbers like slope and base affect a linear or exponential function	• Unit 3 Assignment: Scatterplots, Correlation, Line of Fit, and Applications of Linear Functions • Unit 3 Test: Graphing Linear and Absolute Value Equations and Inequalities • Unit 7 Assignment: Exponential Growth and Decay • Unit 7 Test: Exponential and Logarithmic Functions Using multiple choice questions, students utilize the varying parameter in linear and exponential functions to create models of real world data and solve equations.	348188 344559				
F.TF	**Trigonometric Functions**										
	Cluster 1	**Extend the domain of trigonometric functions using the**									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.								

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		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle								
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number								
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions								
	Cluster 2	**Model periodic phenomena with trigonometric functions**									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.								
		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed								
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context								
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle								
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems								
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc								
		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).								
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself								
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.								
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another								
	Cluster 2	**Understand congruence in terms of rigid motions**									

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		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent								
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent								
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions								
	Cluster 3	**Prove geometric theorems**									
		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints								
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.								
		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.								
	Cluster 4	**Make geometric constructions**									
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.								
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle								
G.SRT	**Similarity, Right Triangles, and Trigonometry**										
	Cluster 1	**Understand similarity in terms of similarity**									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged								
		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor								

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		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides								
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar								
	Cluster 2	**Prove theorems involving similarity**									
		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity								
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures								
	Cluster 3	**Define trigonometric ratios and solve problems**									
		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles								
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles								
		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.								
	Cluster 4	**Apply trigonometry to general triangles**									
		MACC.912.G-SRT.4.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side								
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems								
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces								
G.C	**Circles**										
	Cluster 1	**Understand and apply theorems about circles**									
		MACC.912.G-C.1.1	Prove that all circles are similar								
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.								
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle								
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle								
	Cluster 2	**Find arc lengths and areas of sectors of circles**									
		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector								
G.GPE	**Expressing Geometric Properties with Equations**										
	Cluster 1	**Translate between the geometric description and the**									

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		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation	**Algebra IIB** Unit 5: Conic Sections	• Graphing a Circle Pgs 2-3, 6-7 • Writing the Equation of a Circle Pgs 1-2 In text based lessons with multimedia examples, the student verifies that the equation of a circle is equivalent to the Pythagorean Theorem.	• Unit 5 Assignment: Circles • Unit 5 Test: Conic Sections Using multiple choice questions, the student will find the equation of a circle, given the center and radius or the graph.	345974 348979				
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix	**Algebra IIB** Unit 5: Conic Sections	• Writing the Equation of a Parabola Pgs 1-2 Through a teacher led multimedia based lesson students will find the equation of a parabola, given a specific focus and directrix.	• Unit 5 Assignment: Parabolas • Unit 5 Test: Conic Sections Using multiple choice questions, students write the equation of a parabola in vertex form, given the focus and directrix.	345990				
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant	**Algebra IIB** Unit 5: Conic Sections	• Graphing an Ellipse With a Center at the Origin Pg 1 • Writing the Equation of an Ellipse Pgs 1-2 • Parts of a Hyperbola Pg 1 • Graphing a Hyperbola Centered at the Origin Pg 3 • Writing the Equation of a Hyperbola Pgs 1-3 In a text and multimedia with audio based lesson with interactive student practice problems, students will find the equation of a vertical or horizontal ellipse and hyperbola, given the center, major and minor axis length, or the equation.	• Unit 5 Assignment: Ellipses • Unit 5 Assignment: Hyperbolas • Unit 5 Test: Conic Sections Using multiple choice questions, students choose the equation from the graph of an ellipse or hyperbola, the graph from the equation, or specific information about the ellipse from the graph or the equation.	345979 345981 345986 345987 345990				
	Cluster 2	**Use coordinates to prove simple geometric theorems**									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)								
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).								
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio								
		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.								
G.GMD	**Geometric Measurement and Dimension**										
	Cluster 1	**Explain volume formulas and use them to solve**									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.								
		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures								
		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.								
	Cluster 2	**Visualize relationships between two dimensional and**									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects								

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G.MG	**Modeling with Geometry**										
	Cluster 1	**Apply geometric concepts in modeling situations**									
		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).								
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).								
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).								
S.ID	**Interpreting Categorical and Quantitative Data**										
	Cluster 1	**Summarize, represent, and interpret data on a single**									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)								
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	**Summarize, represent, and interpret data on two**									
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association								
	Cluster 3	**Interpret linear models**									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								
		MACC.912.S-ID.3.9	Distinguish between correlation and causation	**Algebra IIA** Unit 3: Graphing Linear and Absolute Value Equations and Inequalities	• Scatter Plots and Correlation Pg 1 In a text based lesson, students verify that correlation between two variables does not mean that one causes the other, that there may be other variables involved.		344403				

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S.IC	**Making Inferences and Justifying Conclusions**										
	Cluster 1	**Understand and evaluate random processes underlying**									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data								
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not")								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent								
		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								

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		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer								
	Cluster 2	**Use the rules of probability to compute probabilities of**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								
	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant								

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		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									
		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.								
	Cluster 2	**Reason abstractly and quantitatively.**									
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and								
	Cluster 3	**Construct viable arguments and critique the reasoning**									

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		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or								
	Cluster 4	**Model with mathematics.**									
		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their								
	Cluster 5	**Use appropriate tools strategically.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When								
	Cluster 6	**Attend to precision.**									
		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.								
	Cluster 7	**Look for and make use of structure.**									

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as								
	Cluster 8	**Look for and express regularity in repeated reasoning.**									
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain								

Alignment Document
Common Core Mathmatics

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets	**Introduction to Probability and Statistics** Unit 2: Population and Measures of Central Tendency Unit 6: Applications of Probability and Statistics	• Measures of Central Tendency Pgs 2 & 11 • Measures of Spread-Range, Variance, and Standard Deviation Pgs 1-4 • Decision Making using Both Expected Value and Standard Deviation Pgs 2-4 This standard is taught through text based lessons, which include graphics, interactive practice problems worked out example problems, and instructions on how to use technology. Students will compare sets of data by comparing the measures of central tendency, and decide if those measures are appropriate.	• Unit 2 Activity: Histograms and Standard Deviation • Unit 2 Test: Population and Measures of Central Tendency Using multiple choice questions and a free response worksheet activity, students calculate measures of central tendency and use them to compare different sets of data.	349854 349856 349887				
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)	**Introduction to Probability and Statistics** Unit 2: Population and Measures of Central Tendency	• Measures of Spread-Range, Variance, and Standard Deviation Pgs 1-4 In a text based lesson with appropriate graphics, the delivery times of two pizza vendors are compared, Students will show that there is more than just "average time" to consider, and that the mean is not always the best measure for analyzing data. Students compute variance and standard deviation by hand and using the graphing calculator.	• Unit 2 Activity: Histograms and Standard Deviation • Unit 2 Assignment: Measures of Central Tendency Part 2 • Unit 2 Discussion: Analyzing Statistical Data - Part 1 • Unit 2 Test: Population and Measures of Central Tendency Using a free response worksheet activity and multiple choice questions, students make decisions based on the shape, center, and spread of data.	349856				
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Normal Probability Distribution Model Pgs 3-5 In a text based lesson with multimedia with audio and interactive student practice problems, students use the normal distribution curve, and how it relates to the standard deviation, to calculate various probabilities. They are also introduced to the exponential probability distribution for calculating the probability of fairly rare events.	• Unit 6 Assignment: Binomial and Normal Probability Distribution • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students demonstrate understanding of the normal distribution, find areas, and determine when normal distribution is not apprpriate.	349890				
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events: Conditional Probability and Two-Way Contingency Table Pg 2 In a text based lesson with student practice problems, students verify that data that can be divided between two independent variables can yield more specific information than data that is not divided in this way.	• Unit 5 Assignment: Conditional Probabilities and Two-way Contingency Table • Unit 5 Test: Elementary Probability Using multiple choice questions, students calculate conditional probabilities from two-way frequency tables.	349883				
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models	**Introduction to Probability and Statistics** Unit 4: Uses of Statistical Data	• Linear Regression - Line of Best Fit Pgs 2-6 • Quadratic Regression Pgs 1-2 • Exponential Regression Pgs 2-3 Through text based lessons with practice problems, students find a linear regression equation both manually and using the graphing calculator. They also use the calculator determine the correlation coefficient and plot residuals. In the following lessons, students will create quadratic and exponential regressions for data that seem to follow those trends.	• Unit 4 Assignment: Linear Regression • Unit 4 Assignment: Quadratic and Exponential Regression • Unit 4 Test: Uses of Statistical Data Using multiple choice questions, students will find linear, quadratic, and exponential regression equations and use them to estimate other values of the functions.	349869 349870 349871				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals	**Introduction to Probability and Statistics** Unit 4: Uses of Statistical Data	• Linear Regression - Line of Best Fit Pg 5 In a text based lesson with appropriate graphics, students will use the graphing calculator to graph and analyze residuals of linear regressions.	• Unit 4 Assignment: Linear Regression • Unit 4 Test: Uses of Statistical Data Using multiple choice questions, students determine the fit of a linear regression equation by analyzing residuals.	349869				
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association	**Introduction to Probability and Statistics** Unit 4: Uses of Statistical Data	• Linear Regression - Line of Best Fit Pg 1-4 In a text based lesson, students calculate the line of best fit for a given set of data, and use plotting of residuals and correlation coefficient to analyze the accuracy of their line.	• Unit 4 Assignment: Linear Regression • Unit 4 Test: Uses of Statistical Data Using multiple choice questions, students determine the fit of a linear regression equation.	349869				
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data	**Introduction to Probability and Statistics** Unit 4: Uses of Statistical Data	• Linear Regression - Line of Best Fit Pg 5 In a text based lesson, students will use the graphing calculator to graph and analyze data regarding the price of houses based on the size of the house. The rate of change will be identified as the approximate price per square foot and the y intercept is interpreted as the cost of the land being built on.	• Unit 4 Assignment: Linear Regression • Unit 4 Test: Uses of Statistical Data Using multiple choice questions, students determine the meaning of slope and intercept of linear regression functions.	349869				
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit	**Introduction to Probability and Statistics** Unit 4: Uses of Statistical Data	• Linear Regression - Line of Best Fit Pgs 4-6 Through a text based lesson with supplemental graphics, students will use the graphing calculator to find the correlation coefficient and interpret that statistic as a measure of how closely the data follows the regression line.	• Unit 4 Assignment: Linear Regression • Unit 4 Test: Uses of Statistical Data Using multiple choice questions, students analyze correlation coefficients and interpet them as measures of how closely the data follows the regression function.	349869				
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population	**Introduction to Probability and Statistics** Unit 2: Population and Measures of Central Tendency	• Random Events and Random Samples Pg 3 In a text based lesson, students verify that the study of statistics is the process of analyzing small samples of a population to make general inferences on the entire population.		349851				
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Binomial Probability Distribution Model Pg 2 In a text based lesson, students use small samples, such as 5 tosses of a coin to show that the results can't always be expected to match the theoretical probabilities.		349890				
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each	**Introduction to Probability and Statistics** Unit 3: Collecting Statistical Data	• Identifying Study Design Pgs 1-2 • Surveys Pgs 1-3 • Observational Studies Pgs 1-3 • Experiments Pgs 1-3, 5 Through text based lessons with interactive student practice problems, students will identify the type of experimental design used in a statistical study, and discuss the strengths and weaknesses of each type.	• Unit 3 Assignment: Sampling and Study Design • Unit 3 Assignment: Study Types • Unit 3 Activity: Designing an Experiment • Unit 3 Test: Collecting Statistical Data Using a free response worksheet activity and multiple choice questions, students will design a research study and answer questions about its validity, strengths, and weaknesses.	349863 349862 349864 349865				

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		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling	**Introduction to Probability and Statistics** Unit 2: Population and Measures of Central Tendency	• Measures of Central Tendency Pgs 1 - 11 In a text based lesson with interactive student practice problems, students find sample means and use them to estimate the population mean.	• Unit 2 Assignment: Measures of Central Tendency - Part 1 • Unit 2 Test: Population and Measures of Central Tendency Using multiple choice questions, students find sample means as a way of estimating the population mean.	349854				
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant	**Introduction to Probability and Statistics** Unit 3: Collecting Statistical Data	• Experiments Pgs 3-5 In the activity after this lesson, students randomly choose 150 students from their school and survey them to find out their average calorie intake and whether or not they listen to music while eating.	• Unit 3 Activity: Designing an Experiment Using the defined experiment, students will decide whether or not listening to music while one eats is significant to the number of calories taken in.	349865				
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not")	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Simple Probabilities and Random Variables Pg 2 In a text based lesson with practice problems, students will verify that the complement of a particular event is the event that the original doesn't happen and that the probability of such an event is 1 minus the probability of the original event.	• Unit 3 Assignment: Probability • Unit 3 Test: Probability Using multiple choice questions, students find probabilities that particular events will not happen.	349874				
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events and Joint Probabilities Pg 4 • Gizmo: Compound Independent and Dependent Events Pg 1 Through a text based lesson with practice problems and an interactive online animation, students will compute the probability of independent events by finding the product of their individual probabilities.	• Unit 5 Assignment: Simple Probability • Unit 5 Test: Elementary Probabilities Using multiple choice questions, students will compute the probability of independent events.	349880 349882				
		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events and Joint Probabilities Pg 4 In a text based lesson with student practice problems, students will identify independent events as events A and B such that P(B|A) = P(B) and P(A|B) = P(A)	• Unit 5 Assignment: Simple Probability • Unit 5 Test: Elementary Probabilities Using multiple choice questions, students will compute the probability of independent events.	349880				
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events: Conditional Probability and Two-Way Contingency Table Pgs 1-2 In a text based lesson with student practice problems, students will use two-way frequency tables using a table to calcuate various probabilities from the table.	• Unit 5 Assignment: Simple Probability • Unit 5 Assignment: Conditional Probabilities and 2-Way Tables • Unit 5 Test: Elementary Probabilities Using multiple choice problems students compute probabilities from two-way frequency tables.	349883				
		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events: Conditional Probability and Two-Way Contingency Table Pgs 1-2 Through a text based lesson with student practice problems, students will calcuate various probabilities from the table.	• Unit 5 Assignment: Simple Probability • Unit 5 Assignment: Conditional Probabilities and 2-Way Tables • Unit 5 Test: Elementary Probabilities Using multiple choice problems students will compute probabilities from two-way frequency tables.	349883				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events: Conditional Probability and Two-Way Contingency Table Pgs 1-2 Through a text based lesson with student practice problems, students will calcuate various probabilities from the table. For example, the probability that a female smoker is either single or widowed or the probability that a widowed smoker is male.	• Unit 5 Assignment: Simple Probability • Unit 5 Assignment: Conditional Probabilities and 2-Way Tables • Unit 5 Test: Elementary Probabilities Using multiple choice problems students are asked to compute probabilities from two-way frequency tables.	349883				
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events and Joint Probabilities Pgs 5-7 In a text based lesson with student practice problems, students will use the Addition Rule formula and to compute the probability of A or B for either mutually exclusive or dependent events.	• Unit 5 Assignment: Compound Events Assignment • Unit 5 Test: Elementary Probabilities Using multiple choice problems, students will compute P(A or B) for both mutually exclusive and dependent events.	349880				
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events and Joint Probabilities Pg 3 In a text based lesson with student practice problems, students will use the multiplication rule to find the probability of compound events, both dependent and independent events.	• Unit 5 Assignment: Compound Events Assignment • Unit 5 Test: Elementary Probabilities Using multiple choice problems, students demonstrate the ability to computer P(A and B) for both mutually exclusive and dependent events.	349880				
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	• Compound Events with Permutations and Combinations Pgs 1-2 In a text based lesson with student practice problems, students will use permutations and combinations to count the number of elements in a sample space and the number or successful events to find the probability of compound events.	• Unit 5 Assignment: Compound Events with Permutations and Combinations Assignment • Unit 5 Test: Elementary Probabilities Using multiple choice questions, students will use permutations and combinations to count the number of successful events and the total sample space to compute compund probabilities	349881				
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions	**Introduction to Probability and Statistics** Unit 3: Collecting Statistical Data Unit 5: Elementary Probability	• Sampling Pg 2 • Experiments Pg 4 • Probability Distribution Pgs 1-2 Through text based lessons with student practice problems, students will assign numerical values to events for the purpose of randomization of those events and create graphical displays of probability distributions of these events.	• Unit 3 Activity: Designing an Experiment Using a free response worksheet activity, students design an experiment by taking a random sample of 150 from a larger population. The randomization is accomplished by assigning each member of the population a numerical value, then choosing the 150 lowest values. A graphical analysis is made according to the experimental design.	349861 349865 349875				
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Decision Making Using Expected Value Pgs 2-3, 5 In a text based lesson with student practice problems, students will calculate expected values.	• Unit 6 Assignment: Expected Value Assignment • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students calculate expected values of random variables.	349886				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Decision Making Using Expected Value Pg 3 In a text based lesson with student practice problems, students will compute the expected value of randomly guessing on a multiple choice test and make recommendations based on the outcome.	• Unit 6 Assignment: Expected Value Assignment • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students calculate expected values of random variables.and make predictions based on those values.	349886				
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Decision Making Using Expected Value Pg 5 In a text based lesson using student practice problems, students are given the results of a random variable. They will use these results to create an expected value, then use the expected value to make a prediction.	• Unit 6 Assignment: Expected Value Assignment • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students calculate expected values of random variables.and make predictions based on those values.	349886				
	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Decision Making Using Expected Value Pg 2 In a text based lesson with student practice problems, students will calculate the expected value of several games of chance.	• Unit 6 Assignment: Expected Value Assignment • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students calculate expected values of random variables.	349886				
		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Decision Making Using Expected Value Pg 3 Through a text based lesson with student practice, students will evalue the risk of purchasing low deductible auto insurance based on the cost of such insurance and the probability of an accident for a teenaged driver.	• Unit 6 Assignment: Expected Value Assignment • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students calculate expected values of random variables.and make predictions based on those values.	349886				
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)	**Introduction to Probability and Statistics** Unit 6: Applications of Probability and Statistics	• Decision Making Using Expected Value Pg 1 In a text based lesson with student practice problems, students will use simple random number generators (flipping a coin or rolling a die) to make both fair and biased decisions based on the stipulations of the problems.	• Unit 6 Assignment: Expected Value Assignment • Unit 6 Test: Introduction to Applications of Probability and Statistics Using multiple choice questions, students calculate expected values of random variables.and make predictions based on those values.	349886				
		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)	**Introduction to Probability and Statistics** Unit 5: Elementary Probability	•The Monty Hall Problem, Pgs 1-2 In a text and multimedia based lesson, students will use a classic problem to learn the result of various decisions that can be made when the probability of success is not immediately obvious.	• Unit 5 Activity: The Monty Hall Problem Using a free response worksheet activity, students analyze the outcome of a classic problem using complementary strategies.	349877				

Documentation of Alignment

Advanced Academics Pre-Calculus A and B, 3377 and 3378 [Standards Set], v. [Version #]

Date of Correlation

Standard ID	Standard	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Domain: Calculus					
Limits and Continuity					
MA.912.C.1.1	Understand the concept of limit and estimate limits from graphs and tables of values	352326	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Introduction to Limits, Limit Theorems, and Techniques for Evaluating Limits **How the standard is taught:** This standard is taught through text, graphics, interactive multimedia presentations, step-by-step procedures, and interactive practice problems.	120055	**How mastery of the standard is assessed:** This standard is assessed by using multiple choice questions asking the student to evaluate certain limits in Unit 4 Assignment: Limits and Continuity
MA.912.C.1.2	Find limits by substitution.	352326	**Where the Standard is Taught** **Pre-Calculus B** **Unit 4:** Limits, Derivatives, and Integrals: An Introduction to Calculus Lesson: Introduction to Limits, Limit Theorems, and Techniques for Evaluating Limits **How the standard is taught:** This standard is taught through text, graphics, interactive multimedia presentations, step-by-step procedures, and interactive practice problems.	122227 122225	**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, students will find the limit of continuous functions by direct substitution.
MA.912.C.1.3	Find limits of sums, differences, products, and quotients.	352328	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Limit Properties **How the standard is taught:** This standard is taught by teaching students the properties and examples of the properties. Students complete interactive practice problems and an interactive game to find sums, differences, products, and quotients of limits.		**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, students will find the limit of sums, differences, products, and quotients.

MA.912.C.1.4	Find limits of rational functions that are undefined at a point	352326	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Introduction to Limits, Limit Notation, and Techniques for Evaluating Limits **How the standard is taught:** This standard is taught by a text and multimedia based lesson where students use a table of values to find the limit of a rational function. Students complete an interactive practice problem.		**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, Find limits of rational functions that are undefined at a point.
MA.912.C.1.5	Find one-sided limits.	352326	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Continuity **How the standard is taught:** This standard is taught by a text and multimedia based lesson where students use a table of values or graphs to find the limit function. Students complete interactive practice problems.		**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, students will find one-sided limits.
MA.912.C.1.9	Understand continuity in terms of limits.	352326	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Introduction to Limits, Limit Notation, and Techniques for Evaluating Limits **How the standard is taught:** This standard is taught by a text, graphics, and multimedia based lesson. The concepts are reinforced through interactive games and practice problems.		**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, students will use limits to determine continuity.
MA.912.C.1.10	Decide if a function is continuous at a point.	352326	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Introduction to Limits, Limit Notation, and Techniques for Evaluating Limits **How the standard is taught:** This standard is taught by a text, graphics, and multimedia based lesson. The concepts are reinforced through interactive games and practice problems.		**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, students will find the limit of continuous functions by direct substitution.

MA.912.C.1.11	Find the types of discontinuities of a function.	352326	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Introduction to Limits, Limit Notation, and Techniques for Evaluating Limits **How the standard is taught:** This standard is taught by a text, graphics, and multimedia based lesson. The concepts are reinforced through interactive games and practice problems.		**How the Standard is Assessed** Unit 4 Assignment: Limits and Continuity Unit 4 Test: An Introduction to Calculus Using multiple choice questions, students will find the limit of continuous functions by direct substitution.
MA.912.C.1.12	Understand and use the Intermediate Value Theorem on a function over a closed interval.	339457	**Where the standard is taught:** Pre-Calculus A, Unit 2 Polynomial and Rational Functions, Lesson: Real Zeros of Polynomial Functions **How the standard is taught:** After defining the IVT, students are shown graphically why it is true. Students then use the theorem by showing that there is a zero between two points if the function value at those two points have opposite signs.	122292	**How mastery of the standard is assessed:** Multiple choice question in Unit 2 Assignment: Polynomial Functions and their Real Zeros
MA.912.C.1.13	Understand and apply the Extreme Value Theorem: If f(x) is continuous over a closed interval, then f has a maximum and a minimum on the interval.	352332	**Where the standard is taught:** Pre-Calculus B, Unit 4 Limits, Derivatives, and Integrals: An Introduction to Calculus, Lesson: Maximum and Minimum Values **How the standard is taught:** This standard is taught by a text, graphics, and multimedia based lesson. The concepts are reinforced through interactive games and practice problems.		**How the Standard is Assessed** Unit 4 Assignment: Derivatives and Extreme Values Unit 4 Test: An Introduction to Calculus Using multiple choice questions, use the Extreme Value Theorem to find the maximum or minimum of a function on an interval, given its derivative.
Domain: Discreet Mathematics					
Recursion					
MA.912.D.1.3	Use mathematical induction to prove various concepts in number theory (such as sums of infinite integer series, divisibility statements, and parity statements), recurrence relations, and other applications.	340954	**Where the standard is taught**: Pre-Calculus B, Unit 2 Discrete Algebra: Sequences and Series, Lesson: Mathematical Induction **How the standard is taught:** This standard is taught by defining mathematical induction, showing that it is just noticing patterns. The principle of mathematical induction is introduced, and the lesson is extended with four examples of a proof by induction. The lesson concludes with two interactive practice problems.	120033	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions asking the student to identify specific steps in the process of proof by inductive reasoning in Unit 2 Assignment: Mathematical Induction and the Binomial Theorem
Vectors					

MA.912.D.9.1	Demonstrate an understanding of the geometric interpretation of vectors and vector operations including addition, scalar multiplication, dot product, and cross product in the plane and in three-dimensional space.	340944 340945	**Where the standard is taught:** Pre-Calculus B, Unit 1 Applications of Trigonometry, Lessons: Vectors and Dot Product **How the standard is taught:** Vector addition and subtraction are taught both algebraically and geometrically. Students are presented with real world examples of flying a plane adjusting for wind direction and speed. These examples are shown geometrically, and then solved algebraically.	120030	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 1 Assignment: Vectors and Dot Products
MA.912.D.9.2	Demonstrate an understanding of the algebraic interpretation of vectors and vector operations including addition, scalar multiplication, dot product, and cross product in the plane and in three-dimensional space.	340944 340945	**Where the standard is taught**: Pre-Calculus B, Unit 1 Applications of Trigonometry, Lessons: Vectors and Dot Product **How the standard is taught:** There are multiple examples of binary and unary vector operations taught using graphics and textual description.	120030	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 1 Assignment: Vectors and Dot Products
MA.912.D.9.3	Use vectors to model and solve application problems.	340944	**Where the standard is taught:** Pre-Calculus B, Unit 1 Applications of Trigonometry, Lesson: Vectors **How the standard is taught:** Students are presented with problems which are modeled by vectors, including navigation problems. These examples are solved algebraically and expressed graphically.	120030	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 1 Assignment: Vectors and Dot Products
Parametric Equations					
MA.912.D.10.1	Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.	339495	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Parametric Equations **How the standard is taught:** Students are introduced to the concept of a parametric equation and work through sketching an example. The lesson culminates in a problem where students model motion with parametric equations, and graph the parametric equations using a graphing calculator.	120019	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Systems of Quadratic Equations and Parametric Equations
MA.912.D.10.	Convert from a parametric representation of a plane curve to a rectangular equation and vice-versa.	339495	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Parametric Equations **How the standard is taught:** Students are introduced to the concept of a parametric equation and work through sketching an example. They then learn through text based examples how to eliminate a parameter, creating a rectangular equation.	120019	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Systems of Quadratic Equations and Parametric Equations

MA.912.D.10.3	Use parametric equations to model applications of motion in the plane.	339495	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Parametric Equations **How the standard is taught:** Students are introduced to the concept of a parametric equation and work through sketching an example. The lesson culminates in a problem where students model motion with parametric equations, and graph the parametric equations using a graphing calculator. This information is used to determine information about the situation.	120019	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Systems of Quadratic Equations and Parametric Equations
Sequences and Series					
MA.912.D.11.4	Find partial sums of arithmetic and geometric series, and find sums of infinite convergent geometric series. Use Sigma notation where applicable.	340948 340950 340951	**Where the standard is taught:** Pre-Calculus B, Unit 2: Discrete Algebra: Sequences and Series, Lessons: Sequences and Summation Notation, Arithmetic Sequences and Series, Geometric Sequences and Series **How the standard is taught**: This standard is taught by developing the relevant formulas through the use of examples and derivations in lessons based on graphics and text. Students are provided with interactive practice to solidify understanding.	120032 120034	**How mastery of the standard is assessed:** This standard is assessed by using multiple choice problems in Unit 2 Assignment: Arithmetic and Geometric Sequences and Series and Unit 2 Assignment: Geometric Sequences and Series and Convergent and Divergent Series.
Domain: Trigonometry					
Trigonometric Functions					
MA.912.T.1.1	Convert between degree and radian measures.	348569	**Where the Standard is Taught:** Pre-Calculus A Unit 5: Trigonometric Functions and Inverses Lesson: Angle Measurement **How the standard is taught**: Through a text and multimedia presentation based lesson, students will convert degree measurements to radian measure and radians to degrees. Students practice these concepts through an interactive multiple choice multimedia presentation.	122297 122229	**How the Standard is Assessed** Unit 5 Assignment: Trigonometry in Right Triangles Unit 5 Test: Trigonometric Functions and Inverses Using multiple choice questions, students will transform degree measure to radian measure and radian measure to degree measure

MA.912.T.1.2	Define and determine sine and cosine using the unit circle.	352347	**Where the Standard is Taught:** Pre-Calculus A Unit 5: Trigonometric Functions and Inverses **Lesson:** Trigonometric Functions of Any Angle **How the standard is taught:** Through a text based lesson, students will determine sine and cosine of an angle from the y and x coordinates of the endpoint of the related arc on a unit circle.	122608 122229	**How the Standard is Assessed** Unit 5 Assignment: Right Triangles and Trigonometric Functions Unit 5 Test: Trigonometric Functions and Inverses Using multiple choice questions, students will find sine and cosine of various angles using the y and x coordinates of the related arcs on a unit circle
MA.912.T.1.3	State and use exact values of trigonometric functions for special angles: multiples of $\frac{\pi}{4}$ and $\frac{\pi}{6}$ (degree and radian measures).	352347	Where the Standard is Taught Pre-Calculus A Unit 5: Trigonometric Functions and Inverses Lesson: Trigonometric Functions of Any Angle **How the standard is taught:** Through a text based lesson supplemented by appropriate graphics, students develop and use the exact values of trigonometric functions of the multiples of π/6 and π/4.	122608 122229	**How the Standard is Assessed** Unit 5 Assignment: Right Triangles and Trigonometric Functions Unit 5 Test: Trigonometric Functions and Inverses Using multiple choice questions, students will find sine and cosine of various angles using the y and x coordinates of the related arcs on a unit circle
MA.912.T.1.4	Find approximate values of trigonometric and inverse trigonometric functions using appropriate technology.	340933 340934 340937 352347	**Where the standard is taught:** Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lessons: Inverse Trigonometric Functions, Finding Missing Angles in Right Triangles, Applications Involving Right Triangles, Trigonometric Functions of Any Angle. **How the standard is taught:** This standard is taught across several lessons using direct instruction in a text and graphics environment. The lessons are supplemented with multiple examples. Students work through interactive practice problems when appropriate.	122297 122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in assignments Unit 5 Assignment: Trigonometry in Right Triangles and Unit 5 Assignment: Right Triangles and Trigonometric Functions

MA.912.T.1.5	Make connections between right triangle ratios, trigonometric functions, and circular functions.	352347	**Where the Standard is Taught:** Pre-Calculus A Unit 5: Trigonometric Functions and Inverses Lesson: Trigonometric Functions of Any Angle **How the standard is taught:** Through a text based lesson supplemented by appropriate graphics, students extend understanding of right triangle trigonometry to circuluar functions.	122608 122229	**How the Standard is Assessed** Unit 5 Assignment: Right Triangles and Trigonometric Functions Unit 5 Test: Trigonometric Functions and Inverses Using multiple choice questions, students will make connections between right triangle ratios, trigonometric functions, and circular functions
MA.912.T.1.6	Define and graph trigonometric functions using domain, range, intercepts, period, amplitude, phase shift, vertical shift, and asymptotes with and without the use of graphing technology.	340936	**Where the standard is taught:** Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Graphs of Trigonometric Functions **How the standard is taught**: This standard is taught by analyzing a single trigonometric function and the effects that changing the equations have on the domain, range, intercepts, period, amplitude, phase shift, vertical shift, and asymptotes. This is done through multiple graphics showing the transformations of the functions.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions
MA.912.T.1.7	Define and graph inverse trigonometric relations and functions.	340933	**Where the standard is taught:** Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Inverse Trigonometric Functions **How the standard is taught:** This standard is taught using direct instruction using text and graphics. Examples include tabular representation of trigonometric functions and their inverses.	122297	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Trigonometry in Right Triangles
MA.912.T.1.8	Solve real-world problems involving applications of trigonometric functions using graphing technology when appropriate.	349037	**Where the standard is taught:** Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Values of Sinusoidal Functions **How the standard is taught:** This standard is taught using direct instruction using text, graphics, and graphing calculators. The examples illustrate how phenomena in nature are generally cyclical, allowing for them to be modeled by sinusoidal functions.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions
Trigonometry in Triangles					

MA.912.T.2.1	Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles.	340927 340933 340934	**Where the standard is taught:** Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lessons: Trigonometric Functions of Acute Angles, Inverse Trigonometric Functions, and Finding Missing Angles in Right Triangles **How the standard is taught:** Trigonometric ratios are defined using the ratios of the sides in right triangles, both textually and graphically. Students extend this knowledge to find missing sides and angles in right triangles. Students work through interactive practice problems to find missing sides and angles.	122297 122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Trigonometry in Right Triangles and Unit 5 Assignment: Unit 5 Assignment: Right Triangles and Trigonometric Functions
MA.912.T.2.2	Solve real-world problems involving right triangles using technology when appropriate.	340937	**Where the standard is taught:** Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Applications Involving Right Triangles **How the standard is taught:** This standard is taught through the use of visual and textual examples. Students use angles of elevation and depression and directional bearings to solve real-world problems.	122297	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Trigonometry in Right Triangles
MA.912.T.2.3	Apply the laws of sines and cosines to solve real-world problems using technology.	340940 340941 340942	**Where the standard is taught:** Pre-Calculus B, Unit 1 Applications of Trigonometry. Lessons: The Law of Sines, The Law of Cosines, and Area Formulas **How the standard is taught:** This standard is taught by first introducing students to the laws of sines and cosines, working through several examples with various missing parts of the triangles. Then, students are presented with application problems that can be solved using either the law of sines or the law of cosines. Students are lead through the process of solving these problems with the aid of diagrams.	122029	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 1 Assignment: Law of Sines, Law of Cosines, and Area Formulas

MA.912.T.2.4	Use the area of triangles given two sides and an angle or three sides to solve real-world problems.	340942	**Where the standard is taught:** Pre-Calculus B, Unit 1 Applications of Trigonometry. Lesson: Area Formulas **How the standard is taught:** This standard is taught by connecting to prior knowledge. Students use the formula for finding the area of a triangle to extrapolate the formula for finding the area given two sides and an angle. Students are then shown how to extend this formula to derive Heron's formula for finding the area of a triangle given three sides. The lesson allows for practice with three example problems, including an application problem.	122029	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 1 Assignment: Law of Sines, Law of Cosines, and Area Formulas
Trigonometric Identities and Equations					
MA.912.T.3.1	Verify the basic Pythagorean identities, such as , and sho$sin^2x + cos^2x =$ nt to the Pythagorean Theorem.	348591	**Where the Standard is Taught** Pre-Calculus A Unit 5: Trigonometric Functions and Inverses Lesson: Verifying Identities **How the standard is taught**: This standard is taught through a text and graphics based lesson that introduces trigonometric identities and then shows graphically how they relate to the Pythagorean theorem.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions
MA.912.T.3.2	Use basic trigonometric identities to verify other identities and simplify expressions.	348591	**Where the standard is taught:** Pre-Calculus A Unit 5 Trigonometric Functions and Inverses Lesson: Verifying Identities **How the standard is taught:** This standard is taught through a text based lesson in which students use the reciprocal identities to prove the alternate Pythagorean Identities and other simple expressions.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions

MA.912.T.3.3	Use the sum and difference, half-angle and double-angle formulas for sine, cosine, and tangent, when formulas are provided.	348592 348594	**Where the Standard is Taught:** Pre-Calculus A Unit 5: Trigonometric Functions and Inverses Lessons: Sum and Difference Identities; Double-Angle Identities **How the standard is taught:** This standard is taught through a text and multi-media based lesson. Students are first introduced to the formulas for the appropriate calculations, then students use the sum and difference identities to find trigonometric functions of the sum and difference of given angles. They will also use the double angle and half angle formulas to find exact values of those angles.	122295 122609	**How the Standard is Assessed:** Unit 5 Assignment: Unit 5 Assignment: Sum, Difference and Double Angle Identities Unit 5 Test: Trigonometric Functions and Inverses Using multiple choice questions, students will find the trigonometric functions of sums and differences of angles, double angles, and half angles.
MA.912.T.3.4	Solve trigonometric equations and real-world problems involving applications of trigonometric equations using technology when appropriate.	349037	**Where the standard is taught**: Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Values of Sinusoidal Functions **How the standard is taught:** This standard is taught by reinforcing the cyclical nature of trigonometric functions graphically in the Cartesian coordinate system and on the unit circle, then extending that knowledge to find solutions on a graph and using a calculator. Then students find all solutions in radians and degrees by applying the understanding of the period of the function. Students apply this concept to real-world problem involving astronomy and physics.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions
Polar Coordinates and Trigonometric Form of Complex Numbers					
MA.912.T.4.1	Define polar coordinates and relate polar coordinates to Cartesian coordinates with and without the use of technology.	352345	**Where the standard is taught**: Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Polar Coordinates and Equations **How the standard is taught:** This standard is taught through a text and graphics based lesson that introduces the idea of polar coordinates through a graphic and explanation and examples of points graphed on the polar coordinate system. Students then apply right triangle trigonometry to write polar coordinates in rectangular form and rectangular coordinates in polar form.	122604	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Transformation of Conics, Polar Coordinates, and Complex Numbers

MA.912.T.4.2	Represent equations given in rectangular coordinates in terms of polar coordinates.	352345	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Polar Coordinates and Equations **How the standard is taught:** This standard is taught by extending the understanding of translating between rectangular and polar points. Students work through examples that emphasize this connection.	122604	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Transformation of Conics, Polar Coordinates, and Complex Numbers
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	352345	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Polar Coordinates and Equations **How the standard is taught:** This standard is taught through example. Students connect the equation of a polar graph to points on the graph of the equation by using a table, then graph the points and connect to form a curve. Students then learn to use a graphing calculator to graph polar equations, and complete an interactive practice of graphing polar equations.	122604	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Transformation of Conics, Polar Coordinates, and Complex Numbers
MA.912.T.4.4	Define the trigonometric form of complex numbers, convert complex numbers to trigonometric form, and multiply complex numbers in trigonometric form.	352334	**Where the standard is taught**: Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Trigonometric Form of a Complex Number **How the standard is taught:** This standard is taught by connecting previous understanding of complex numbers and graphing on the coordinate plane. The leson consists of graphical and textual explantions and example problems.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions.
MA.912.T.4.5	Apply DeMoivre's Theorem to perform operations with complex numbers.	352334	**Where the standard is taught**: Pre-Calculus A, Unit 5 Trigonometric Functions and Inverses, Lesson: Trigonometric Form of a Complex Number **How the standard is taught:** This standard is taught through a text-based lesson with appropriate graphics. Students learn DeVoivre's Theorem and apply it to raising a number in abbreviated trigonometric form to a power.	122608	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 5 Assignment: Right Triangles and Trigonometric Functions.
Domain: Algebra					
Polynomials					

MA.912.A.4.5	Graph polynomial functions with and without technology and describe end behavior.	339456 339457	**Where the standard is taught:** Pre-Calculus A, Unit 2 Polynomial and Rational Functions, Lessons: Polynomial Functions and Real Zeros of Polynomial Functions **How the standard is taught:** This standard is taught by accessing prior understanding of the graphs of polynomials with degree 1, 2, and 3. Students are encouraged to notice the pattern that emerges as the degree of the polynomial increases. Students sketch graphs of polynomial functions using the roots and understanding of the impact of the leading coefficient to determine end behavior.	122292	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 2 Assignment: Polynomial Functions and their Real Zeros
MA.912.A.4.6	Use theorems of polynomial behavior (including but not limited to the Fundamental Theorem of Algebra, Remainder Theorem, the Rational Root Theorem, Descartes' Rule of Signs, and the Conjugate Root Theorem) to find the zeros of a polynomial function.	339456 339457 352346	**Where the standard is taught**: Pre-Calculus A, Unit 2 Polynomial and Rational Functions, Lessons: Polynomial Functions, Real Zeros of Polynomial Functions, Complex Roots and the Fundamental Theorem of Algebra **How the standard is taught**: This standard is taught by introducing the Intermediate Value Theorem, Rational Zero theorem, Descartes' Rule of Signs, Complex Conjugates Theorem, and the Fundamental Theorem of Algebra. Each of these theorems is explained and examples used to show the processes used to find the zeroes of polynomials.	122292	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 2 Assignment: Polynomial Functions and their Real Zeros
MA.912.A.4.7	Write a polynomial equation for a given set of real and/or complex roots.	352346	**Where the standard is taught:** Pre-Calculus A, Unit 2 Polynomial and Rational Functions, Lesson: Complex Roots and the Fundamental Theorem of Algebra **How the standard is taught:** This standard is taught by connecting the complete linear factorization theorem to the concepts of roots. Students are shown through a text and example based lesson how to substitute the roots and simplify the expression to find a polynomial function with the roots.	122607	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 2 Assignment: Complex Roots, the Fundamental Theorem of Algebra, and Graphs of Rational Functions

MA.912.A.4.8	Describe the relationships among the solutions of an equation, the zeros of a function, the x-intercepts of a graph, and the factors of a polynomial expression with and without technology.	339456 339457	**Where the standard is taught:** Pre-Calculus A, Unit 2 Polynomial and Rational Functions, Lessons: Polynomial Functions and Real Zeros of Polynomial Functions **How the standard is taught:** This standard is taught through text and graphics based lessons that allow students to discover the inter-relationships between solutions, zeros, x-intercepts, and factors of a polynomial expression through direct instruction and examples.	122292	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 2 Assignment: Polynomial Functions and their Real Zeros
Rational Expressions and Equations					
MA.912.A.5.6	Identify removable and non-removable discontinuities, and vertical, horizontal, and oblique asymptotes of a graph of a rational function, find the zeros, and graph the function.	339461	**Where the standard is taught:** Pre-Calculus A, Unit 2 Polynomial and Rational Functions, Lesson: Rational Functions and Their Graphs **How the standard is taught**: This standard is taught by allowing students to discover the general shape of the graph of a rational equation by using the big-little principle. Students then graph rational equations using this principle. The lesson continues with a discussion of vertical, horizontal, and oblique asymptotes and methods to find these asymptotes.	122607	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 2 Assignment: Complex Roots, the Fundamental Theorem of Algebra, and Graphs of Rational Functions
Conic Sections					
MA.912.A.9.1	Write the equations of conic sections in standard form and general form, in order to identify the conic section and to find its geometric properties (foci, asymptotes, eccentricity, etc.).	339487 339488 339490 339491	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lessons: Circles, Parabolas, Ellipses, and Hyperbolas **How the standard is taught:** This lesson is taught through a series of lessons, each dedicated to a single conic section. Students are introduced to the conic section, the equations in standard and general form, the geometric properties, and the graph of the conic section. These pieces of information are connected, allowing students to see how the geometric properties relate to both the equations and graphs of the conic sections.	122017 122018	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Circles and Parabolas and Unit 4 Assignment: Ellipses and Hyperbolas

MA.912.A.9.2	Graph conic sections with and without using graphing technology.	339487 339488 339490 339491	**Where the standard is taught:** Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lessons: Circles, Parabolas, Ellipses, and Hyperbolas **How the standard is taught:** This lesson is taught through a series of lessons, each dedicated to a single conic section. Students are introduced to the conic section, the equations in standard and general form, the geometric properties, and the graph of the conic section. Students graph conic sections using information gleaned from the equations.	122017 122018	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Circles and Parabolas and Unit 4 Assignment: Ellipses and Hyperbolas
MA.912.A.9.3	Solve real-world problems involving conic sections	350747	**Where the standard is taught**: Pre-Calculus A, Unit 4 Topics from Analytic Geometry, Lesson: Applications of Conic Sections **How the standard is taught:** This standard is taught by showing examples of how conic sections model real-world phenomena, such as the construction of telescopes and orbit of planets.	122017 122018	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 4 Assignment: Circles and Parabolas and Unit 4 Assignment: Ellipses and Hyperbolas
Domain: Reading Standards for Literacy					
Craft and Structure					
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	340948	**Where the standard is taught:** Pre-Calculus B, Unit 2: Discrete Algebra: Sequences and Series, Lesson: Sequences and Summation Notation **How the standard is taught:** students are introduced to the standard sigma notation for finding sums and partial sums. The lesson includes show students the greek symbol sigma, the translation of the symbol, and the equation that the symbol represents.	120032	**How mastery of the standard is assessed:** This standard is assessed using multiple choice questions in Unit 2 Assignment: Arithmetic and Geometric Sequences and Series.
Integration of Knowledge and Ideas					
LACC.910.RST.3.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	340950	**Where the standard is taught:** Pre-Calculus B, Unit 2: Discrete Algebra: Sequences and Series, Lesson: Arithmetic Sequences and Series **How the standard is taught:** Students learn to draw a table of values for the terms in an arithmetic sequence. Students then learn to write the equation representing this situation. Students also learn how to express the equations for an arithmetic sequence in words.	120032	**How mastery of the standard is assessed:** This standard is assessed through multiple choice questions in Unit 2 Assignment: Arithmetic and Geometric Sequences and Series

LACC.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	335157 335163	**Where the standard is taught:** Pre-Calculus B, Unit 3: Probability and Statistics, Lessons: The Mean and Measures of Variablitity. **How the standard is taught:** Through text and graphics based lessons, students learn to find the mean and standard deviation of a data set. This prepares them to research election results to record and analyze the data.	122610	**How mastery of the standard is assessed:** This standard is assessed through a written assignment, Mean and Standard Deviation Activity

Course: 1202300 Calculus

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3669.aspx

BASIC INFORMATION

Course Title:	Calculus
Course Number:	1202300
Course Abbreviated Title:	CALCULUS
Course Path:	**Section:** Grades PreK to 12 Education Courses » **Grade Group:** Grades 9 to 12 and Adult Education Courses » **Subject:** Mathematics » **SubSubject:** Calculus »
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Type:	Core
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes

STANDARDS (55)

LACC.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LACC.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LACC.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LACC.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LACC.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LACC.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
MA.912.C.2.8:	Find second derivatives and derivatives of higher order.
MA.912.C.2.9:	Find derivatives using logarithmic differentiation.
MA.912.C.2.10:	Understand and use the relationship between differentiability and continuity.
MA.912.C.2.11:	Understand and apply the Mean Value Theorem.
LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MA.912.C.1.6:	Find limits at infinity.
MA.912.C.1.7:	Decide when a limit is infinite and use limits involving infinity to describe asymptotic behavior.
MA.912.C.1.8:	Find special limits such as
MA.912.C.2.1:	Understand the concept of derivative geometrically, numerically, and analytically, and interpret the derivative as an instantaneous rate of change or as the slope of the tangent line.
MA.912.C.2.2:	State, understand, and apply the definition of derivative.
MA.912.C.2.3:	Find the derivatives of functions, including algebraic, trigonometric, logarithmic, and exponential functions.
MA.912.C.2.4:	Find the derivatives of sums, products, and quotients.
MA.912.C.2.5:	Find the derivatives of composite functions using the Chain Rule.
MA.912.C.2.6:	Find the derivatives of implicitly-defined functions.
MA.912.C.2.7:	Find derivatives of inverse functions.
MA.912.C.3.1:	Find the slope of a curve at a point, including points at which there are vertical tangent lines and no tangent lines.

MA.912.C.3.2:	Find an equation for the tangent line to a curve at a point and a local linear approximation.
MA.912.C.3.3:	Decide where functions are decreasing and increasing. Understand the relationship between the increasing and decreasing behavior of f and the sign of f'.
MA.912.C.3.4:	Find local and absolute maximum and minimum points.
MA.912.C.3.5:	Find points of inflection of functions. Understand the relationship between the concavity of f and the sign of f". Understand points of inflection as places where concavity changes.
MA.912.C.3.6:	Use first and second derivatives to help sketch graphs. Compare the corresponding characteristics of the graphs of f, f', and f".
MA.912.C.3.7:	Use implicit differentiation to find the derivative of an inverse function.
MA.912.C.3.8:	Solve optimization problems.
MA.912.C.3.9:	Find average and instantaneous rates of change. Understand the instantaneous rate of change as the limit of the average rate of change. Interpret a derivative as a rate of change in applications, including velocity, speed, and acceleration.
MA.912.C.3.10:	Find the velocity and acceleration of a particle moving in a straight line.
MA.912.C.3.11:	Model rates of change, including related rates problems.
MA.912.C.4.1:	Use rectangle approximations to find approximate values of integrals.
MA.912.C.4.2:	Calculate the values of Riemann Sums over equal subdivisions using left, right, and midpoint evaluation points.
MA.912.C.4.3:	Interpret a definite integral as a limit of Riemann sums.
MA.912.C.4.4:	Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval. That is, $\int f'(x)dx = f(b) - f(a)$ (Fundamental Theorem of Calculus).
MA.912.C.4.5:	Use the Fundamental Theorem of Calculus to evaluate definite and indefinite integrals and to represent particular antiderivatives. Perform analytical and graphical analysis of functions so defined.
MA.912.C.4.6:	Use these properties of definite integrals: ∫[f(x) + g(x)]dx =∫f(x)dx +∫g(x)dx ∫k • f(x)dx = k∫f(x)dx ∫f(x)dx = 0 ∫f(x)dx = -∫f(x)dx ∫f(x)dx +∫f(x)dx =∫f(x)dx If f(x) ≤ g(x) on [a, b], then∫f(x)dx ≤∫g(x)dx
MA.912.C.4.7:	Use integration by substitution (or change of variable) to find values of integrals.
MA.912.C.4.8:	Use Riemann Sums, the Trapezoidal Rule, and technology to approximate definite integrals of functions represented algebraically, geometrically, and by tables of values.

MA.912.C.5.1:	Find specific antiderivatives using initial conditions, including finding velocity functions from acceleration functions, finding position functions from velocity functions, and solving applications related to motion along a line.
MA.912.C.5.5:	Use definite integrals to find the area between a curve and the x-axis or between two curves.
MA.912.C.5.7:	Use definite integrals to find the volume of a solid with known cross-sectional area, including solids of revolution.
MA.912.C.5.8:	Apply integration to model, and solve problems in physical, biological, and social sciences.
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MACC.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MACC.K12.MP.4.1:	**Model with mathematics.**

	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MACC.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
MACC.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.**

	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

RELATED GLOSSARY TERM DEFINITIONS (58)

Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Asymptote:	A straight line associated with a curve such that as a point moves along an infinite branch of the curve the distance from the point to the line approaches zero and the slope of the curve at the point approaches the slope of the line.
Axes:	The horizontal and vertical number lines used in a coordinate plane system.
Concave:	Defines a shape that curves inward; opposite of convex.
Cone:	A pyramid with a circular base.
Dimension:	The number of coordinates used to express a position.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equilateral triangle:	A triangle with three congruent sides.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Implicit Differentiation:	Is the procedure of differentiating an implicitly defined function with respect to the desired variable x while treating the other variables as unspecified functions of x.
Infinite:	Has no end or goes on forever, not finite. A set is infinite if it can be placed in one-to-one correspondence with a proper subset of itself.
Instantaneous Rate of Change:	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Integral:	Integer valued.

Interval:	The set of all real numbers between two given numbers. The two numbers on the ends are the endpoints. If the endpoints, a and b are included, the interval is called closed and is denoted [a, b]. If the endpoints are not included, the interval is called open and denoted (a, b). If one endpoint is included but not the other, the interval is denoted [a, b) or (a, b] and is called a half-closed (or half-open interval).
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Local Maximum:	The highest point in a particular section of a graph.
Local Minimum:	The lowest point in a particular section of a graph.
Logarithmic Differentiation:	The taking of the logarithm of both sides of an equation before differentiating.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, ìmeanî commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Origin:	The point of intersection of the x- and y-axes in a rectangular coordinate system, where the x-coordinate and y-coordinate are both zero. On a number line, the origin is the 0 point. In three dimensions, the origin is the point (0, 0, 0).
Perimeter:	The distance around a two dimensional figure.
Point:	A specific location in space that has no discernable length or width.
Points of Inflection:	See Inflection points.
Product:	The result of multiplying numbers together.
Quotient:	The result of dividing two numbers.
Radius:	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
Rate:	A ratio that compares two quantities of different units.
Rate of change:	The ratio of change in one quantity to the corresponding change in another quantity.
Rectangle:	A parallelogram with four right angles.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: y=5t - 3 Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Sum:	The result of adding numbers or expressions together.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in f(x)=2x+1, or a variable might be fixed as in 2x+1=5.
Chain Rule:	A method for finding the derivative of a composition of functions. The formula is
Derivative:	The limit of the ratio of the change in a function to the corresponding change in its independent variable as the latter change approaches zero. Derivative of f(x) at x=a is†

Exponential Function:	A function of the form $y = ab^{cx+b} + e$, where a,b,c,d,e,x are real numbers, a, b, c are nonzero, b≠1, and b>0.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every a† A is uniquely associated with an object $F(a)$† B.
Fundamental Theorem of Calculus:	If f is continuous on the closed interval [a, b] and F is the antiderivative (indefinite integral) of f on [a, b], then
Indefinite Integral:	The set of all antiderivatives of a function, denoted by†
Limit:	A number to which the terms of a sequence get closer so that beyond a certain term all terms are as close as desired to that number. A function f(z) is said to have a limit† †if, for all e>0, there exists a d>0 such that †whenever† .
Mean Value Theorem:	Let f(x) be differentiable on the open interval (a, b) and continuous on the closed interval [a, b]. Then there is at least one point c in (a, b) such that . The theorem states that the tangent line to the function f(x) at x=c is parallel to the line passing through (a, f(a)) and (b, f(b)).
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or ?y/?x. Also the constant, m, in the linear equation for the slope-intercept form $y = mx + b$, where
Velocity:	The time rate at which a body changes its position vector; quantity expressed by direction and magnitude in units of distance over time.
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.†
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
x-axis:	The horizontal number line on a rectangular coordinate system.
y-axis:	The vertical number line on a rectangular coordinate system

Alignment Document

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
CCMA N.RN	**The Real Number Systems**										
	Cluster 1	**Extend the properties of exponents to rational exponents**									
		MACC.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.								
		MACC.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents								
	Cluster 2	**Use properties of rational and irrational numbers.**									
		MACC.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.								
N.Q	**Quantities**										
	Cluster 1	**Reason quantitatively and use units to solve problems**									
		MACC.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays								
		MACC.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling								
		MACC.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities								
N.CN	**The Complex Number Systems**										
	Cluster 1	**Perform arithmetic operations with complex numbers**									
		MACC.912.N-CN.1.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real								
		MACC.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers								
		MACC.912.N-CN.1.3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers	**Trigonometry** Unit 5: Complex Numbers and Polar Coordinates	• Operations with Complex Numbers Pgs 2-3 In a text/graphics format, students are shown how to get the conjugate of a complex number, that the product of a complex number and its conjugate is a real number, and how to perform operations on complex numbers.	• Unit 5 Assignment: Complex Numbers and the Powers of *i* • Unit 5 Test: Complex Numbers and Polar Coordinates Using multiple choice questions, students translate complex numbers into trigonometric form and perform operations on complex numbers in rectangular and trigonometric form.	348615				
	Cluster 2	**Represent complex numbers and their operations on the complex plane**									
		MACC.912.N-CN.2.4	(+) Represent complex numbers on the complex plane in retangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number	**Trigonometry** Unit 5: Complex Numbers and Polar Coordinates	• Powers of *i*, the Complex Plane, and Absolute Value Pg 2 In a text based lesson with student practice problems, stucents learn that complex numbers may be visualized using points in the plane.	• Unit 5 Assignment: Complex Numbers and the Powers of *i* • Unit 5 Test: Complex Numbers and Polar Coordinates Using multiple choice questions, students use rectangular form to find the midpoint of two complex numbers and to find the distance between two complex numbers.	348616				
		MACC.912.N-CN.2.5	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}\, i)^3 = 8$ because $(-1 + \sqrt{3}\, i)$ has modulus 2 and argument 120°	**Trigonometry** Unit 5: Complex Numbers and Polar Coordinates	• Trigonometric Form of a Complex Number Pg 2 • DeMoivre's Theorem Pg 1 In text and teacher led animation based lessons, students are shown how to how to perform fundamental arithmetic operations on vectors and how to compute powers and roots of complex numbers in rectangular and trigonometric form.	• Unit 5 Assignment: Trigonometric Form of a Complex Number and DeMoivre's Theorem • Unit 5 Test: Complex Numbers and Polar Coordinates Using multiple choice questions, students must compute products and powers of complex numbers in rectangular form and trigonometric form.	348617 348620				
		MACC.912.N-CN.2.6	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints	**Trigonometry** Unit 5: Complex Numbers and Polar Coordinates	• Powers of *i*, the Complex Plane, and Absolute Value Pgs 2-3 • Trigonometric Form of a Complex Number Pg 3 In text based lessons with student practice problems, students are shown how to compute the distance between and the midpoint of two complex numbers.	• Unit 5 Assignment: Complex Numbers and the Powers of *i* • Unit 5 Test: Complex Numbers and Polar Coordinates Using multiple choice questions, students find the average of and distance between complex numbers.	348616				
	Cluster 3	**Use complex numbers in polynomial identities and equations**									
		MACC.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions								

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
		MACC.912.N-CN.3.8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$								
		MACC.912.N-CN.3.9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials								
N.V	**Vector and Matrix Quantities**										
	Cluster 1	**Represent and Model with Vector Quantities**									
		MACC.912.N-VM.1.1	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., *v*, |*v*|, ||*v*||, *v*)	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pgs 1-5 In a text based lesson with practice problems, students are introduced to the concept of a vector, magnitude and direction, and various symbols and terminology associated with vectors.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students find the magnitude of vectors.	348608				
		MACC.912.N-VM.1.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 1 In a text based lesson with practice problems, students are taught the concept of initial point and terminal point and how to write the components of the vector in ***i, j*** format.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students find a rectangular representation of a vector given the initial and terminal points.	348608				
		MACC.912.N-VM.1.3	(+) Solve problems involving velocity and other quantities that can be represented by vector	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 5 In a text based lesson with student practice problems, students find horizontal and vertical components of a vector quantity.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using mutiple choice questions, students find horizontal and vertical components of a vector quantity.	348608				
	Cluster 2	**Perform Operations on Vectors**									
		MACC.912.N-VM.2.4	(+) Add and subtract vectors								
	MACC.912.N-VM.2.4	MACC.912.N-VM.2.4.a	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 2 In a text-based lesson with practice activity, students are shown how to indicate the sum of two vectors geometrically using the triangle/parallelogram rule.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students will identify the sum of two vectors using the triangle/parallelogram rule.	348608				
		MACC.912.N-VM.2.4.b	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 5 In a text based lesson with practice activity, students are shown how, given two vectors in magnitude and direction form, to resolve those vectors into rectangular form, add them, the restore then sum to polar form.		348608				
		MACC.912.N-VM.2.4.c	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 2 In a text-based lesson with practice activity, students will understand that the opposite of a vector is a vector with the same magnitude and opposite direction.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students will subtract vectors by adding the opposite of the vector.	348608				
		MACC.912.N-VM.2.5	(+) Multiply a vector by a scalar								
	MACC.912.N-VM.2.5	MACC.912.N-VM.2.5.a	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 2 In a text based lesson with studen practice problems, students are shown a representation of a scalar multiple of a vector, using both positive and negative values for the scalar.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students will find positive and negative scalar multiples of vectors.	348608				
		MACC.912.N-VM.2.5.b	Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v.Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0)	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors Pg 2 In a text based lesson with student practice problems, students are shown an example of finding the norm of a positive and negative scalar times a vector of given length.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students find the norm of linear combinations of given vecdtors.	348608				

State	Parent Standard ID	Standard ID	State Standard Description	Course/Unit Name	Lesson Name	Assessment Name	RSID	Bloom's Expected	Bloom's Achieved		
	Cluster 3	**Perform operations on matrices and use matrices in applications**									
		MACC.912.N-VM.3.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network								
		MACC.912.N-VM.3.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled								
		MACC.912.N-VM.3.8	(+) Add, subtract, and multiply matrices of appropriate dimensions								
		MACC.912.N-VM.3.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties								
		MACC.912.N-VM.3.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.								
		MACC.912.N-VM.3.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors as Matrices Pg 1 Through a text-based lesson, students are shown how to multiply vectors as matrices and 2 by 2 matrices to create reflections and rotations of the given vector.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students will find reflections and rotations of given vectors in rectangular form.	349349				
		MACC.912.N-VM.3.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area	**Trigonometry** Unit 4: Applications of Trigonometry	• Vectors as Matrices Pg 1 Through a text-based lesson, students are shown how to create reflections and rotations of a given vector.	• Unit 4 Assignment: Vectors and Dot Product • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students will find reflections and rotations of given vectors and the area of a triangle, given the coordinates of the vertices.	345911 349349				
A.SSE	**Seeing Structure in Expressions**										
	Cluster 1	**Interpret the structure of expression**									
		MACC.912.A-SSE.1.1	**Interpret expressions that represent a quantity in terms of its context.**								
	MACC.912.A-SSE.1.1	**MACC.912.A-SSE.1.1.a**	Interpret parts of an expression, such as terms, factors, and coefficients								
		MACC.912.A-SSE.1.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.								
		MACC.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.								
	Cluster 2	**Write expressions in equivalent forms to solve problems**									
		MACC.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.								
	MACC.912.A-SSE.2.3	**MACC.912.A-SSE.2.3.a**	Factor a quadratic expression to reveal the zeros of the function it defines								
		MACC.912.A-SSE.2.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines								
		MACC.912.A-SSE.2.3.c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%								
		MACC.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.								
A.APR	**Arithmetic with Polynomials and Rational Expressions**										
	Cluster 1	**Perform arithmetic operations on polynomials**									
		MACC.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials								
	Cluster 2	**Understand the relationship between zeros and factors of polynomials**									
		MACC.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).								
		MACC.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.								
	Cluster 3	**Use polynomial identities to solve problems**									
		MACC.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples								
		MACC.912.A-APR.3.5	(+) Know and apply the Binomial Theorem for the expansion of $(x+ y)^n$ in powers of *x* and *y* for a positive integer n, where *x* and *y* are any numbers, with coefficients determined for example by Pascal's Triangle.								
	Cluster 4	**Rewrite rational expressions**									
		MACC.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.								

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		MACC.912.A-APR.4.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.								
A.CED	**Creating Equations**										
	Cluster 1	**Create equations that describe numbers or relationships**									
		MACC.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.								
		MACC.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.								
		MACC.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.								
		MACC.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.								
A.REI	**Reasoning with Equations and Inequalities**										
	Cluster 1	**Understand solving equations as a process of reasoning and explain**									
		MACC.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.								
		MACC.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.								
	Cluster 2	**Solve equations and inequalities in one variable**									
		MACC.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.								
		MACC.912.A-REI.2.4	Solve quadratic equations in one variable.								
	MACC.912.A-REI.2.4	**MACC.912.A-REI.2.4.a**	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.								
		MACC.912.A-REI.2.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a + bi for real numbers a and b.								
	Cluster 3	**Solve systems of equations**									
		MACC.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.								
		MACC.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.								
		MACC.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle $x^2 + y^2 = 3$.								
		MACC.912.A-REI.3.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable.								
		MACC.912.A-REI.3.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).								
	Cluster 4	**Represent and solve equations and inequalities graphically**									
		MACC.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).								
		MACC.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.								
		MACC.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.								
F.IF	**Interpreting functions**										
	Cluster 1	**Understand the concept of a function and use function notation**									
		MACC.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).								
		MACC.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.								
		MACC.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.								
	Cluster 2	**Interpret functions that arise in applications in terms of the context**									

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		MACC.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	Trigonometry Unit 2: The Unit Circle	• Trigonometric Functions of Real Numbers • Graphing Trigonometric Functions • Transformations of Trigonometric Functions Pgs 1-4 In text and multimedia with audio based lessons with interactive practice problems, students will graph and identify key aspects of the sine, cosine, and tangent functions.	• Unit 2 Assignment: Graphing Trigonometric Functions • Unit 2 Test: The Unit Circle Using multiple choice questions, students graph and identify key aspects of trigonometric functions.	348581 344940 344806				
		MACC.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.								
		MACC.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.								
	Cluster 3	Analyze functions using different representations									
		MACC.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.								
	MACC.912.F-IF.3.7	MACC.912.F-IF.3.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima								
		MACC.912.F-IF.3.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions								
		MACC.912.F-IF.3.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior								
		MACC.912.F-IF.3.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude	Trigonometry Unit 2: The Unit Circle	• Graphing Trigonometric Functions Pgs 2-3 • Transformations of Trigonometric Functions Pgs 1-4 In text and multimedia with audio based lessons with interactive practice problems, studentswill graph the sine, cosine, and tangent functions and transformations of those functions	• Unit 2 Assignment: Graphing Trigonometric Functions • Unit 2 Test: The Unit Circle Using multiple choice questions, students will identify correctly graphed exponential, logarithmic, and trigonometric functions and identify various aspects of the graphs.	344940 344806				
		MACC.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function								
	MACC.912.F-IF.3.8	MACC.912.F-IF.3.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context								
		MACC.912.F-IF.3.8.b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay								
		MACC.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum								
F.BF	Building Functions										
	Cluster 1	Build a function that models a relationship between two quantities									
		MACC.912.F-BF.1.1	Write a function that describes a relationship between two quantities.								
	MACC.912.F-BF.1.1	MACC.912.F-BF.1.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context								
		MACC.912.F-BF.1.1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model								
		MACC.912.F-BF.1.1.c	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time								
		MACC.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.								
	Cluster 2	Build new functions from existing functions									
		MACC.912.F-BF.2.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them	Trigonometry Unit 2: The Unit Circle	• Graphing Trigonometric Functions • Transformations of Trigonometric In text and multimedia with audio based lessons with interactive practice problems, students will identify the odd/even nature of trigonometric functions and transformations of trigonometric functions: vertical, phase shift and amplitude, and change of period.	• Unit 2 Assignment: Graphing Trigonometric Functions • Unit 2 Test: The Unit Circle Using multiple choice questions, students graph and identify key aspects of trigonometric functions.	344940 344806				
		MACC.912.F-BF.2.4	Find inverse functions								
	MACC.912.F-BF.2.4	MACC.912.F-BF.2.4.a	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$								

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		MACC.912.F-BF.2.4.b	(+) Verify by composition that one function is the inverse of another								
		MACC.912.F-BF.2.4.c	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse								
		MACC.912.F-BF.2.4.d	(+) Produce an invertible function from a non-invertible function by restricting the domain								
		MACC.912.F-BF.2.5	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponent								
F.LE	Linear, Quadratic, and Exponential Models										
	Cluster 1	Construct and compare linear, quadratic, and exponential models									
		MACC.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions								
	MACC.912.F-LE.1.1	MACC.912.F-LE.1.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals								
		MACC.912.F-LE.1.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another								
		MACC.912.F-LE.1.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another								
		MACC.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)								
		MACC.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function								
		MACC.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e ;evaluate the logarithm using technology								
	Cluster 2	Interpret expressions for functions in terms of the situation they model									
		MACC.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context								
F.TF	Trigonometric Functions										
	Cluster 1	Extend the domain of trigonometric functions using the unit circle									
		MACC.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Trigonometry Unit 2: The Unit Circle	• Angle Measurement Pg 3 In text and multimedia with audio based lessons with interactive practice problems, students will find radian measure as arc length divided by radius on any circle.	• Unit 2 Assignment: Angles, Arcs, and Sectors • Unit 2 Test: The Unit Circle Using multiple choice questions, students will find the radian measure of an angle given the degree measure, or the length of an arc of the circle and the radius of the circle.	348569				
		MACC.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle	Trigonometry Unit 2: The Unit Circle	• Trigonometric Functions in Quadrant II - IV Pgs 2-5 In a text based lesson, students verify the periodic nature of real valued trigonometric functions by defining the independent variable as the length of the arc around a circle, with the understanding that the arc length is not limited by the circumference.	• Unit 2 Activity: The Unit Circle Using free response questions, students find the values of sine and cosine for angles 0 to 2π.	344784				
		MACC.912.F-TF.1.3	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π−x, π+x, and 2π−x in terms of their values for x, where x is any real number	Trigonometry Unit 2: The Unit Circle	• Special Right Triangles Pgs 1-4 • Quadrant I of the Unit Circle Pgs 2-4 • Trigonometric Functions in Quadrant II - IV Pgs 2-5 In text based lessons with a multimedia with audio practice problem, students use their knowledge of special right triangles to find sine, cosine, and tangent for 30, 45, and 60 degrees, then extend that to the other 3 quadrants using reference angles.	• Unit 2 Activity: The Unit Circle • Unit 2 Test: The Unit Circle Using multiple choice questions, students find the sine, cosine, and tangent of all multiples of 30 and 45 degrees.	344778 344781 344784				
		MACC.912.F-TF.1.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions	Trigonometry Unit 2: The Unit Circle	• Trigonometric Functions of Real Numbers Pgs 1-2 In a text based lesson, students will show that due to the nature of the wrapping function, that for any given angle, the x coordinate of that angle will be equal to the x coordinate of the opposite of that angle, and that the y coordinates will be opposites.	• Unit 2 Assignment: Graphing Trigonometric Functions • Unit 2 Test: The Unit Circle Using multiple choice questions, students identify even and odd trigonometric functions.	348581				
	Cluster 2	Model periodic phenomena with trigonometric functions									
		MACC.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	Trigonometry Unit 2: The Unit Circle	• Transformations of Trigonometric Functions Pg 1 In text and multimedia with audio based lessons with interactive practice problems, students will verify that they can use periodic functions to model repetetive actions, and that they can make predictions based on those models.	• Unit 2 Assignment: Graphing Trigonometric Functions • Unit 2 Test: The Unit Circle Using multiple choice questions, students will identify the equation that will correctly model a given repetitive action	344806				

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		MACC.912.F-TF.2.6	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed	**Trigonometry** Unit 2: The Unit Circle	• Graphing Trigonometric Functions Pgs 5-6 In text and multimedia with audio based lessons with interactive practice problems, students verify that for trigonometric functions, the domain of the function must be restricted in order to get an inverse for the function.		344940				
		MACC.912.F-TF.2.7	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	**Trigonometry** Unit 1: Trigonometry in Right Triangles	• Finding Sides and Angles Given Trigonometric Ratios Pgs 1-5 • Applications Involving Right Triangles Pgs 1-2 In text and multimedia with audio based lessons with interactive practice problems, students will use sine, cosine, and tangent to find missing parts of right triangles, and use this to solve application problems involving right triangles.	• Unit 1 Assignment: Right Triangle Trigonometry and Finding Sides and Angles • Unit 1 Assignment: Right Triangles and their Applications • Unit 1 Test: Trigonometry in Right Triangles Using multiple choice questions, students solve for missing parts of right triangles and use this to solve application problems.	344795 348586				
	Cluster 3	**Prove and apply trigonometric identities**									
		MACC.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle	**Trigonometry** Unit 2: The Unit Circle	• Quadrant I of the Unit Circle Pg 1 • Trigonometric Functions in Quadrant II - IV Pgs 6-7 In a text based lesson, students will use special triangles with a hypotenuse equal to 1 to find sine, cosine, and tangent of of 0, 30, 45, 60, and 90 degrees.	• Unit 2 Activity: The Unit Circle • Unit 2 Test: The Unit Circle Using free response and multiple choice questions, students compute the sine, cosine, and tangent of 0, 30, 45, 60, and 90 degrees.	344781 344784				
		MACC.912.F-TF.3.9	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems	**Trigonometry** Unit 3: Identities and Equations	• Sum and Difference Identities Pgs 1-8 In text and teacher led multimedia with audio based lessons with interactive practice problems, the formula for cos(A - B) is derived and then odd/even and cofunction properties are used to define the other functions	• Unit 3 Assignment: Verifying Identities • Unit 3 Assignment: Applying Identities Unit 3 Test: Identities and Equations Using multiple choice questions, students demonstrate understanding of the formulas for sine, cosine, and tangents of the sum and difference of angles	348592				
G.CO	**Congruence**										
	Cluster 1	**Experiment with transformations in the plane**									
		MACC.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc								
		MACC.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).								
		MACC.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself								
		MACC.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments								
		MACC.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another								
	Cluster 2	**Understand congruence in terms of rigid motions**									
		MACC.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent								
		MACC.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent								
		MACC.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions								
	Cluster 3	**Prove geometric theorems**									
		MACC.912.G-CO.3.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints								
		MACC.912.G-CO.3.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.								

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		MACC.912.G-CO.3.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.								
	Cluster 4	**Make geometric constructions**									
		MACC.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line								
		MACC.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle								
G.SRT	**Similarity,Right Triangles, and Trigonometry**										
	Cluster 1	**Understand similarity in terms of similarity transformations**									
		MACC.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor								
	MACC.912.G-SRT.1.1	MACC.912.G-SRT.1.1.a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged								
		MACC.912.G-SRT.1.1.b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor								
		MACC.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides								
		MACC.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar								
	Cluster 2	**Prove theorems involving similarity**									
		MACC.912.G-SRT.2.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity								
		MACC.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures								
	Cluster 3	**Define trigonometric ratios and solve problems involving right triangles**									
		MACC.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles								
		MACC.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles								
		MACC.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.								
	Cluster 4	**Apply trigonometry to general triangles**									
		MACC.912.G-SRT.4.9	(+) Derive the formula $A = 1/2\ ab\ \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side	**Trigonometry** Unit 4: Applications of Trigonometry	• Area Formulas Pg 1 Through a text based lesson,students will find the area of a triangle using two sides and the included angle.		348604				
		MACC.912.G-SRT.4.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems	**Trigonometry** Unit 4: Applications of Trigonometry	• Law of Sines Pg 2 • Law of Cosines Pg 1 Through text based lessons, students will use the Law of Sines and The Law of Cosines to find missing parts of oblique triangles.	• Unit 4 Assignment: Law of Sines and Law of Cosines • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students use the Law of Sines and the Law of Cosines to find missing parts in oblique triangles.	348602 348603				
		MACC.912.G-SRT.4.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces	**Trigonometry** Unit 4: Applications of Trigonometry	• Law of Sines Pg 2 • Law of Cosines Pg 1 In text based lessons, students will use the Law of Sines and The Law of Cosines to find missing parts of oblique triangles in application problems..	• Unit 4 Assignment: Law of Sines and Law of Cosines • Unit 4 Test: Applications of Trigonometry Using multiple choice questions, students use the Law of Sines and the Law of Cosines to find missing parts in oblique triangles in application problems.	348602 348603				
G.C	**Circles**										
	Cluster 1	**Understand and apply theorems about circles**									
		MACC.912.G-C.1.1	Prove that all circles are similar								
		MACC.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.								
		MACC.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle								
		MACC.912.G-C.1.4	(+) Construct a tangent line from a point outside a given circle to the circle								
	Cluster 2	**Find arc lengths and areas of sectors of circles**									

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		MACC.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector	**Trigonometry** Unit 2: The Unit Circle	• Arcs and Sectors with Applications Pg 1 In a text based presentation, students prove that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality. They also calculate the area of a sector as a fraction of the area of the entire circle, with the independent variable being the size of the central angle.		348571				
G.GPE	**Expressing Geometric Properties with Equations**										
	Cluster 1	**Translate between the geometric description and the equation for a conic section**									
		MACC.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation								
		MACC.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix								
		MACC.912.G-GPE.1.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant								
	Cluster 2	**Use coordinates to prove simple geometric theorems algebraically**									
		MACC.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)								
		MACC.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point)								
		MACC.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio								
		MACC.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.								
G.GMD	**Geometric Measurement and Dimension**										
	Cluster 1	**Explain volume formulas and use them to solve problems**									
		MACC.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments								
		MACC.912.G-GMD.1.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures								
		MACC.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.								
	Cluster 2	**Visualize relationships between two dimensional and three dimensional objects**									
		MACC.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects								
G.MG	**Modeling with Geometry**										
	Cluster 1	**Apply geometric concepts in modeling situations**									
		MACC.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).								
		MACC.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).								
		MACC.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).								
S.ID	**Interpreting Categorical and Quantitative Data**										
	Cluster 1	**Summarize, represent, and interpret data on a single count or measurement variable**									
		MACC.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots)								
		MACC.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets								
		MACC.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)								
		MACC.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve								
	Cluster 2	**Summarize, represent, and interpret data on two categorical and quantitative variables**									
		MACC.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data								
		MACC.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related								
	MACC.912.S-ID.2.6	MACC.912.S-ID.2.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models								
		MACC.912.S-ID.2.6.b	Informally assess the fit of a function by plotting and analyzing residuals								
		MACC.912.S-ID.2.6.c	Fit a linear function for a scatter plot that suggests a linear association								
	Cluster 3	**Interpret linear models**									
		MACC.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data								
		MACC.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit								

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		MACC.912.S-ID.3.9	Distinguish between correlation and causation								
S.IC	**Making Inferences and Justifying Conclusions**										
	Cluster 1	**Understand and evaluate random processes underlying statistical experiments**									
		MACC.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population								
		MACC.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?								
	Cluster 2	**Make inferences and justify conclusions from sample surveys, experiments, and**									
		MACC.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each								
		MACC.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling								
		MACC.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant								
		MACC.912.S-IC.2.6	Evaluate reports based on data								
S.CP	**Conditional Probability and the Rules of Probability**										
	Cluster 1	**Understand independence and conditional probability and use them to interpret data**									
		MACC.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").								
		MACC.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.								
		MACC.912.S-CP.1.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B								
		MACC.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.								
		MACC.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer								
	Cluster 2	**Use the rules of probability to compute probabilities of compound events in a uniform**									
		MACC.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model								
		MACC.912.S-CP.2.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model								
		MACC.912.S-CP.2.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems								
S.MD	**Using Probability to Make Decisions**										
	Cluster 1	**Calculate expected values and use them to solve problems**									
		MACC.912.S-MD.1.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions								
		MACC.912.S-MD.1.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution								
		MACC.912.S-MD.1.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.								
		MACC.912.S-MD.1.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?								
	Cluster 2	**Use probability to evaluate outcomes of decisions**									
		MACC.912.S-MD.2.5	**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values**								
	MACC.912.S-MD.2.5	MACC.912.S-MD.2.5.a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant								
		MACC.912.S-MD.2.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident								
		MACC.912.S-MD.2.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)								

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		MACC.912.S-MD.2.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)								
A.SSE	**Domain: MATHEMATICAL PRACTICE**										
	Cluster 1	**Make sense of problems and persevere in solving them.**									
		MACC.K12.MP.1.1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 2	**Reason abstractly and quantitatively.**									
		MACC.K12.MP.2.1	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 3	**Construct viable arguments and critique the reasoning of others.**									
		MACC.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 4	**Model with mathematics.**									

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		MACC.K12.MP.4.1	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 5	**Use appropriate tools strategically.**									
		MACC.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts								
	Cluster 6	**Attend to precision.**									
		MACC.K12.MP.6.1	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								
	Cluster 7	**Look for and make use of structure.**									

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		MACC.K12.MP.7.1	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts								
	Cluster 8	Look for and express regularity in repeated reasoning.									
		MACC.K12.MP.8.1	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning								

Documentation of Alignment

Advanced Academics: Biology A & B

Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Body of Knowledge: Life Science					
	Standard 14: Organization and Development of Living Organisms				
SC.912.L.14.1	Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345530	**Biology A Unit 5: Cell Structure and Function** Cell Theory Text-based lesson. Students learn that science is in a constant state of change. The scientific process includes ideas from different people and time periods building upon one another as more information and technology becomes available.	118437	**Unit 5 Assignment:** Assignment: Cell Theory and Structure Formative, multiple choice assessment. Students answer questions describing how the ideas of several scientists combined to form the modern cell theory. They also relate how advancements in technology, improvements upon existing scientific knowledge, and repeated experimentation led its development.
SC.912.L.14.2	Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345539 345548	**Biology A Unit 5: Cell Structure and Function** Cell Structure Molecular Transport Text-based lesson. Students learn how the structures found both in plant and animal cells relate to their functions. The lesson also explains the different mechanisms involved in both passive and active transport of substances through the cell membranes of both types of cells.	118437 118441	**Unit 5 Assignment:** Assignment: Cell Theory and Structure Assignment: Molecular Transport and Levels of Organization Formative, multiple choice assessment. Students answer questions that compare passive transport to active transport.

SC.912.L.14.3	Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345539	**Biology A Unit 5: Cell Structure and Function** Cell Structure Text-based lesson. Students read and observe the similarities and differences of structures found in plants and animal cells. They also compare and contrast prokaryotic and eukaryotic cells.	118437	**Biology A Unit 5 Assignment:** Cell Theory and Structure **Unit 6 Assignments:** Lab Report: Photosynthesis Photosynthesis Activity: The Cycle of Matter **Unit 7 Assignments:** Lab Report: DNA Lab Report: RNA RNA, Transcription, and Translation Test: Nucleic Acids and Protein Synthesis **Unit 8 Assignments:** The Cell Cycle
SC.912.L.14.4	Compare and contrast structure and function of various types of microscopes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345429	**Biology A Unit 2: The Science of Biology** Different Types of Microscopes Text-based lesson. Students analyze the different types of microscopes, and compare and contrast how each type is used.	118437	**Unit 5 Assignment:** Assignment: Cell Theory and Structure Formative, multiple choice assessment. Students answer questions distinguishing between the different types of microscopes and how they are used in a laboratory.
SC.912.L.14.6	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345751	**Biology A Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Text-based lesson. Students will read that genetics, environmental contaminants, and lifestyle choices can affect a community's and an individual human's health.	120741	**Unit 12 Assignment:** Required Chat: Impact of Environmental Factors on Health Interactive, student-teacher discussion. Students will answer questions stating whether a person's health problems are due to genetics or environmental factors. In the chat, students will discuss different factors that influence the health of humans and the community with their teacher.

SC.912.L.14.7	Relate the structure of each of the major plant organs and tissues to physiological processes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345722 345725 345731 345736	**Biology B Unit 6: Plants (Kingdom Plantae)** Roots Stems Leaves and Photosynthesis Flowers Text-based lessons. Students will examine the different structures, tissues, organs, and how they function together to carry out processes essential to the survival of a plant.	118497 118481	**Unit 6 Assignment:** Lab Report: Plant Structure Test: Plants (Kingdom Plantae) Virtual lab activity and summative, multiple choice assessment. Students complete a virtual lab activity in which they relate structures of different types of plants to function and label these structures. In the test, students answer questions relating the different parts of plants to the functions and metabolic processes essential to life.
SC.912.L.14.26	Identify the major parts of the brain on diagrams or models. Cognitive Complexity: Level 1: Recall	317525	**Biology B Unit 10: Body Systems Part II** Virtual Lab: Pig Dissection Text- and diagram- based lesson. Students observe diagrams, flowcharts, and tables that identify the lobes of the brain and the functions and processes each lobe is essential for using a virtual, dissected pig as the model.	118548	**Unit 10 Assignment:** Lab Report: Virtual Pig Dissection Virtual lab activity. Students will use the virtual, dissected pig model from a website to complete a flowchart identifying the lobes of the brain and the processes the individual lobes carry out in the body.
SC.912.L.14.36	Describe the factors affecting blood flow through the cardiovascular system. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345847 345853 345889	**Biology B Unit 9: Body Systems Part I** Circulatory System Heart **Unit 10: Body Systems Part II** Virtual Lab: Pig Dissection Text- and diagram- based lesson. Students will observe diagrams, flowcharts, and tables demonstrating how a oxygenated and deoxygenated blood travels through the cardiovascular system in the human body.	118528 118548	**Unit 9 Assignment:** Test: Body Systems Part I **Unit 10 Assignment:** Lab Report: Virtual Pig Dissection Summative, multiple choice assessment and virtual lab activity. Students will use the virtual, dissected pig model from a website to complete a flowchart showing the path of a red blood cell traveling through the cardiovascular system.

SC.912.L.14.52	Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345596 345611 345882	**Biology B Unit 3: Viruses and Bacteria** The First Vaccine Bacteria and Disease **Unit 10: Body Systems Part II** Immune System Text-based lessons. Students will investigate how the first vaccine was developed and the physiological responses that occur when components of the immune system encounter a foreign pathogen. They will also examine the mechanisms by which antibiotics are effective against bacterial infections and vaccines are used to combat viruses.	118545 118540	**Unit 10 Assignment:** Assignment: Endocrine, Immune, and Reproductive Systems Test: Body Systems Part II Formative and summative, multiple choice assessment. In both assessments, students will answer questions explaining how the immune system reacts, involving both innate and adaptive responses, to a foreign pathogen. Students also will address questions explain how vaccines and antibiotics are effective against viruses and bacteria, respectively.
	Standard 15: Diversity and Evolution of Living Organisms				
SC.912.L.15.1	Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345710 345716 345717	**Biology A Unit 11: Evolution** Evidence for Evolution Primate Evolution Evolution and Genetics Text-based lessons. Students will learn about how the collaboration of ideas from different scientists and various types of scientific evidence led to the development of the theory of evolution.	118509 118510 118512 118495 118513	**Unit 11 Assignments:** Journal Entry: Transitional Groups Assignment: Descent with Modification Journal Entry: Reproductive Isolation Assignment: Evolution and Genetics Test: Evolution Short-response, written assessments, and summative and formative, multiple choice assessments. Students will answer questions using geological, biological, and anatomical evidence for evolution. Students also answer questions identifying evidence supporting the theory of evolution and about the scientists that contributed to the development of the theory of evolution. In the journal, students use this evidence to support the evolutionary relationship between organisms.
SC.912.L.15.4	Describe how and why organisms are hierarchically classified and based on evolutionary relationships. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345551 345553	**Biology B Unit 2: Classification** The Taxonomic Hierarchy Phylogeny and Taxonomy Today Text-based lessons. Students will learn that organisms are classified based on similarities of characteristics such as DNA to show how close their evolutionary relationships are. Students will also learn how Linnaeus began to develop this hierarchy and taxonomy.	118436	**Unit 2 Assignment:** Test: Classification Summative, multiple choice assessment. Students will answer questions describing the how organisms are classified based on characteristics such as similarities in DNA and homologous structures.

SC.912.L.15.5	Explain the reasons for changes in how organisms are classified. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345535 345541 345551 345553	**Biology B Unit 2: Classification** Classification Beginnings Carolus Linnaeus' Binomial Nomenclature The Taxonomic Hierarchy Phylogeny and Taxonomy Today Text-based lessons. Students will understand how organisms are taxonomically classified and learn about the development of classification, starting with Carolus Linnaeus. They will also examine how the classification of organisms has changed since Linnaeus first developed this system.	118436	**Unit 2 Assignment:** Test: Classification Summative, multiple choice assessment. Students will answer questions explaining how and why the classification of organisms has changed as tools and scientific knowledge has improved, enabling scientists to have a better understanding of the evolutionary relationships between organisms.
SC.912.L.15.6	Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345551 345553	**Biology B Unit 2: Classification** The Taxonomic Hierarchy Phylogeny and Taxonomy Today Text-based lessons. Students will learn about organisms and their characteristics in the three domains and six kingdoms. Students will also understand how to classify living organisms in this system using their defining characteristics.	118436	**Unit 2 Assignment:** Test: Classification Summative, multiple choice assessment. Student will answer questions determining the classification of an organism in the individual kingdoms and domains based on their characteristics.
SC.912.L.15.8	Describe the scientific explanations of the origin of life on Earth. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345709	**Biology A Unit 11: Evolution** Evolution: Historical Perspectives Text-based lesson. Students will learn about the different theories that have developed about the origin of life from the times of the ancient Greeks to present. They will also learn what the accepted theories are today.	110694	**Unit 11 Assignment:** Assignment: Descent with Modification Formative, multiple choice assessment. Students will identify the philosophers and scientists who developed the different theories for the origins of life on Earth and answer questions describing these theories.
SC.912.L.15.10	Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345716	**Biology A Unit 11: Evolution** Primate Evolution Text-based lesson. Students will observe the anatomical and behavioral development of hominds that are evidence for how humans evolved.	118513	**Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions identifying evidence demonstrating how hominids have evolved from millions of years ago to the present.

SC.912.L.15.13	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345709 345717	**Biology A Unit 11: Evolution** Evolution: Historical Perspectives Evolution and Genetics Text-based lessons, diagrams, and graphs. Students will learn what mechanisms drive natural selection and different factors that enable the most fit organisms to survive.	118513	**Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions describing conditions and variables needed for natural selection, genetic variation, and address determine characteristics in different organisms enabling them the best chance at survival.
SC.912.L.15.14	Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345717	**Biology A Unit 11: Evolution** Evolution and Genetics Text-based lessons, diagrams, and graphs. Students will learn what mechanisms that can cause the evolution of a species including the bottleneck effect, genetic drift, geographic and reproductive isolation, and gene flow.	118513	**Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions describing conditions and variables needed for evolution to occur in the species of different organisms.
SC.912.L.15.15	Describe how mutation and genetic recombination increase genetic variation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	349138 345717	**Biology A Unit 9: Genetics** Comparison of Mitosis and Meiosis **Unit 11: Evolution** Evolution and Genetics Text-based lessons. Students will understand how an alteration of DNA, by mutations or meiosis, causes and increases genetic variation in a species.	118473 118513	**Unit 9 Assignment:** Test: Genetics **Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions describing whether genetic variation occurred in a species, and identify the causative factor.
	Standard 16: Heredity and Reproduction				
SC.912.L.16.1	Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345671	**Biology A Unit 9: Genetics** Phenotypes and Genotypes Text-based lesson. Students will learn that the process of meiosis during sexual reproduction causes genetic variation. The text also explains independent assortment and crossing over is the cause for the shuffling of genes.	118473	**Unit 9 Assignment:** Test: Genetics Summative, multiple choice assessment. Students will answer question using the laws of segregation, independent assortments, crossing over, and meiosis, and how these factors contribute to pattern of inheritance.

SC.912.L.16.2	Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345664 345679 345692	**Biology A Unit 9: Genetics** Genes Multimedia Link: Co-dominant Alleles and Chicken Genetics Gizmo **Unit 10: Human Heredity** Sex-Linked Inheritance Text-based assessment and interactive practice activity. Students will understand that inheritance patterns are caused by alleles and their expression in individuals. Students will also learn how to use Punnett squares and the interactive activity to determine what traits offspring will inherit from their parents.	118473 118513	**Unit 9 Assignment:** Test: Genetics **Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessments. Students will use Punnett squares and information to determine whether alleles are dominant, recessive, codominant, etc., and will determine what traits offspring will inherit.
SC.912.L.16.3	Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345616 345624	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** DNA Replication Lab: DNA Text-based lesson and virtual laboratory activity. Students read texts and a website in the lab lesson describing DNA replication, and that it is a semi-conservative process. Students also will gain an understand that it is the genetic information passed from parents to offspring.	118461 118453	**Unit 7 Assignments:** Lab Report: DNA Test: Nucleic Acids and Protein Synthesis Lab report and summative, multiple choice assessment. Students use a website to complete the lab report describing the processes by which DNA replicates and how DNA transmits from parents to offspring. In the assessment, students will answer questions that describe DNA replication.
SC.912.L.16.4	Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345751 345755	**Biology A Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Types of Mutations Text-based lessons. Students learn what causes mutations in DNA and how this affects an organism. The text also relate how mutations cause genetic variation in species and can be either harmful or beneficial, or have no effect.	118502 118498	**Unit 12 Assignments:** Assignment: Selective Breeding and Types of Mutation Test: Genetic Engineering Formative and summative, multiple choice assessments. Students will answer questions defining the different types of mutations in DNA segments. Students will also explain how a mutation can be beneficial or harmful, the sources that cause mutations, and how mutations can cause genetic variation.

SC.912.L.16.5	Explain the basic processes of transcription and translation, and how they result in the expression of genes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345627 345628 345629	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** RNA and Transcription Translating the Genetic Code Lab: RNA Virtual laboratory and text-based lessons. Students will read texts describing transcription, and translation. They also gain an understanding of how the translation process is responsible for the formation of proteins and how both processses influence gene expression.	118464 118453	**Unit 7 Assignments:** Lab Report: RNA Test: Nucleic Acids and Protein Synthesis Lab report and summative, multiple choice assessment. Students will answer questions that describe a step occurring in transcription, translation, and protein synthesis. In the lab report, students complete tables and answer in full sentences the processes involved in translation, transcription, and gene expression using a website.
SC.912.L.16.8	Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345637 345650 345751	**Biology A Unit 8: Cell Growth and Division** Cell Growth Lab: Mitosis **Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Virtual laboratory and text-based lessons. Students read that genes can mutate due to a naturally occurring condition or because of environmental factors, which can cause cancer. Students also learn that cells can become cancerous if a problem occurs during the cell cycle.	118466 118471 118465 120741 118498	**Unit 8 Assignments:** Assignment: Cell Growth Lab Report: Mitosis Test: Cell Growth and Division **Unit 12 Assignments**: Required Chat: Impact of Environmental Factors on Health Test: Genetic Engineering Lab report, interactive teacher-student discussion, and formative and summative, multiple choice assessments. In the assessments, students will answer questions describing how genes that mutate can become cancerous. Students will also answer questions that explain environmental and genetic factors that can lead to harmful mutations in humans. In the lab report, students will answer questions pertaining to what can occur when mutagens change the
SC.912.L.16.9	Explain how and why the genetic code is universal and is common to almost all organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345628 345629	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** Translating the Genetic Code Lab: RNA Virtual laboratory lesson and text-based lesson. Students understand that the genetic code is the same in all organisms and that there are only 20 amino acids coded for in all living things.	118464 118453	**Unit 7 Assignments:** Lab Report: RNA Test: Nucleic Acids and Protein Synthesis Lab report and summative, multiple choice assessment. Students will use a website to determine how the same amino acids code for proteins in all organisms. In the assessment, students answer questions explaining that the same codons are found in nearly all organisms.

SC.912.L.16.10	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345758 345760 345762	**Biology A Unit 12: Genetic Engineering** Lab: Biotechnology Achievements of Genetic Engineering The Human Genome Project and Ethical Issues Virtual lab lesson and text-bsed lessons. Students will learn about the benefits, detriments, and social ramifications of biotechnology in farming, breeding, and medicine. In the lab lesson, students will understand the different tools and methods that are used to determine the DNA of an individual.	118506 120699 118514 120702	**Unit 12 Assignments:** Lab Report: Biotechnology Discussion: Bioethical Issues with Genetic Modifications Paper: Human Genome Project and Ethical Issues Discussion: Transgenic Organisms Lab report, peer-to-peer interactive discussions, and multi-part research paper. Students will answer questions describing the different methods of genetic engineering in agriculture, medicine, and breeding organisms. In the paper and discussion, students will address the social, economic, and ethical issues associated with genetic engineering by performing research using websites, books, and other materials..
SC.912.L.16.13	Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345884 345886 345888	**Biology B Unit 10: Body Systems Part II** Male Reproductive System Female Reproductive System Fertilization to Birth Text-based lessons and diagrams. Students will observe and analyze text and diagrams of the male and female reproductive systems. They will gain an understanding of the structures, functions, and processes involved in each system, how fertilization occurs, and what occurs during pregnancy.	118545 118540	**Unit 10 Assignments:** Assignment: Endocrine, Immune, and Reproductive Systems Test: Body Systems Part II Formative and summative, multiple choice assessments. Students will answer questions describing the structures, functions, and processes that occur in both male and female reproductive systems, and the development of a fetus from fertilization to birth.
SC.912.L.16.14	Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345641 345649 345650	**Biology A Unit 8: Cell Growth and Division** The Cell Cycle Mitosis and Cytokinesis Lab: Mitosis Virtual laboratory lesson and text-based lesson. Students learn about the process of mitosis, its role in cell reproduction, and the number of chromosomes of offspring equaling that of the parent cell during asexual reproduction.	118468 118471 118465	**Unit 8 Assignments:** Assignment: The Cell Cycle Lab Report: Mitosis Test: Cell Growth and Division Lab report, and formative and summative, multiple choice assessments. Students will answer questions explaining the processes and stages involved in mitosis. In the lab, students complete tables and diagrams describing chromosome alignment, ploidy, and division of cells during mitosis.

SC.912.L.16.16	Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345681 345684	**Biology A Unit 9: Cell Genetics** Meiosis Lab: Meiosis Virtual laboratory lesson and text-based lesson. Students learn the processes involved during meiosis and how reduction occurs when gametes in plants and animals are formed.	118483 118473	**Unit 9 Assignments:** Lab Report: Meiosis Test: Genetics Lab report and summative, multiple choice assessment. Students will complete a lab report containing diagrams, tables, and questions regarding the processes involved in meiosis. In the assessment, students will answer questions describing what occurs during meiosis, and determining how independent assortment, crossing over of chromosomes, and reduction occurs during the process.
SC.912.L.16.17	Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345681 345684	**Biology A Unit 9: Cell Genetics** Comparison of Mitosis and Meiosis Text-based lesson. Students will read a summary comparing the processes that take place in mitosis and meiosis. Students also learn the advantages and disadvantages of sexual and asexual reproduction.	118473	**Unit 9 Assignments:** Test: Genetics Summative, multiple choice assessment. students will answer questions where they determine the disadvantages and advantages of the two types of reproduction. They will also explain the processes occurring during meiosis and mitosis that contribute to these advantages and disadvantages.
	Standard 17: Interdependence				
SC.912.L.17.2	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345327 345505 345515	**Biology B Unit 1: Ecology** Organisms and Their Environment Matter Cycling, Energy Flow, and Carrying Capacity Biomes Text-based lessons. Students will examine how different types of marine organisms are found at various ocean depths and water sources based on the characteristics of the aquatic system and the functions needed for the organisms to survive.	118365	**Unit 1 Assignments:** Test: Ecology Summative, multiple choice assessment. Students will answer questions explaining where certain organisms might be found in an acquatic ecosystem based on the substances needed for the organisms to function and survive including chemistry, light availability, salinty, and water temperature.

SC.912.L.17.4	Describe changes in ecosystems resulting from seasonal variations, climate change and succession. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345510 345515 345526 350498	**Biology B Unit 1: Ecology** Ecological Succession Biomes Biodiversity and Ecosystem Stability Human Impacts on Planet Earth Text-based lessons. Students will gain an understanding as to how ecosystems are influenced by changes involving the seasons, climate, and ecological succession, caused naturally and by humans.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students will answer questions describing how an ecosystem might be affected when a change in climate, season, or natural disaster occurs. Students also describe what occurs at different times during ecological succession.
SC.912.L.17.5	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345515	**Biology B Unit 1: Ecology** Matter Cycling, Energy Flow, and Carrying Capacity Text-based lesson. Students will analyze the natural and human factors, and abiotic and biotic factors, that affect carrying capacity and, as a consequence, the population size of different species in an ecosystem.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students will answer questions analyzing situations where different factors, abiotic and biotic, could influence the birth and death rate, migration of organisms, limit their populations, and how these factors influence carrying capacity.
SC.912.L.17.8	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345510 345515 350498	**Biology B Unit 1: Ecology** Ecological Succession Biodiversity and Ecosystem Stability Human Impacts on Planet Earth Text-based lesson. Students will read a case study showing what occurs when a species of organism is introduced into a different ecosystem. They also observe the possible negative effects of this. Students also examine how human activities can affect biodiversity, and the natural and human factors that can cause extinction events.	120743 120736 118365	**Unit 1 Assignment:** Required Chat: Introduction of Species in an Ecosystem Paper: The Impact of Agricultural Practices on Ecosystems Test: Ecology Interactive teacher-student discussion, research paper, and summative, multiple choice assessment. In the assessment, students will answer questions that explain how the introduction of a species into a new ecosystem can have devastating effects. In the required chat, student will choose from a list a non-native, invasive species to an environment and perform research over it. They will discuss their findings with their teacher. In the paper, students will analyze the impact of agricultural practices in developed and undeveloped countries, and explain how they affect biodiversity.

SC.912.L.17.9	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345327 345505	**Biology B Unit 1: Ecology** Organisms and Their Environment Matter Cycling, Energy Flow, and Carrying Capacity Text-based lesson, diagrams, and flowcharts. Students will identify the characteristics of producers, consumers, and decomposers. They will also observe diagrams and flowcharts showing how energy levels compare for each type of organism, how biomass compares, and how energy transfers in food webs, pyramids, and chains.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students identify the tropic level, amount of energy available at each level, and determine how much energy decreased by answering questions about different types of organisms. Students also use biomass diagrams, food webs, food pyramids, and flowcharts to answer questions and determine whether an organism is a producer, consumer, or decomposer.
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350498 350499	**Biology B Unit 1: Ecology** Human Impacts on Planet Earth The Impact of Agricultural Practices on Ecosystems Text-based lessons. Students read about the impact of chemically produced products like plastics, fertilizers, and fossil fuels have both societal and environmental impacts that can be positive and negative. Students also analyze how these products are monitored and conserved in both developing and developed countries.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students answer questions about the costs and benefits of renewable and nonrenewable energy sources, and evaluate how deforestation, desertification, and other human activities can devastate ecosystems.
SC.912.L.17.13	Discuss the need for adequate monitoring of environmental parameters when making policy decisions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350498 350499	**Biology B Unit 1: Ecology** Human Impacts on Planet Earth The Impact of Agricultural Practices on Ecosystems Text-based lesson. Students will read about the positive and negative impacts that human beings have had on planet Earth, including conservationist methods, and how fossil fuels are harming the environment. Students will also understand that communities and countries form public policies to help preserve the environment and protect areas where natural resources are obtained.	118365	**Unit 1 Assignment:** Paper: The Impact of Agricultural Practices on Ecosystems Research paper. Students will perform research on developed and developing countries determinining where public policies have been made, and where they have not, to protect the environment. They will also research their own state and/or region, and explain what local, state, and federal government policies have been put into action to monitor agricultural practices while conserving resources.

SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350498 350499	**Biology B Unit 1: Ecology** Human Impacts on Planet Earth The Impact of Agricultural Practices on Ecosystems Text-based lessons. Students investigate how human activities impact all parts of an ecosystem and analyze the different lifestyles and sustainability practices humans can use to acquire needed resources without negatively impacting the environment. Students also analyze the difference of practices in developing and developed countries.	118365	**Unit 1 Assignment:** Paper: The Impact of Agricultural Practices on Ecosystems Test: Ecology Research paper and summative, multiple choice assessment. Students perform research over a developed and developing country, comparing the global impact each has on ecosystems and the local impacts of human lifestyles and sustainability practices on local ecosystems. In the assessment, students use this knowledge to answer questions regarding how a practice or lifestyle may impact the environment.
	Standard 18: Matter and Energy Transformations				
SC.912.L.18.1	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345522	**Biology A Unit 4: The Chemistry of Life** Biological Molecules Text-based lesson. Students learn the elements found in cells, and understand the structures and function of the four biological molecules.	118415	**Unit 4 Assignment:** Test: The Chemistry of Life Summative, multiple choice assessment. students will answer questions describing which elements are found in cells. They also answer questions showing they understand the different characteristics and functions of carbohydrates, lipids, proteins, and nucleic acids.
SC.912.L.18.7	Identify the reactants, products, and basic functions of photosynthesis. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345559 345570	**Biology A Unit 6: Cell Energy** Photosynthesis Virtual Lab: Photosynthesis Virtual laboratory lesson and text-based lesson including diagrams. Students will be able to determine what molecules are the reactants and products in the chemical reactions involved in photosynthesis. Students also will analyze the structure of plants and photosynthetic organisms where photosynthesis takes place.	118449 118447 118445	**Unit 6 Assignment:** Lab Report: Photosynthesis Activity: The Cycle of Matter Test: Cell Energy Lab report, fill-in-the-blank activity using a word bank, and summative, multiple choice assessment. In the lab, students will perform a virtual experiment on a hydrilla plant showing how different factors affect photosynthesis in plants. In the activity, students use a word bank to complete the step-by-step processes involved in photosynthesis. In the assessments, students will answer questions identifying the molecules, functions, and where in a plant photosynthesis occurs.

SC.912.L.18.8	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345573 345575 349708	**Biology A Unit 6: Cell Energy** Glycolysis Cellular Respiration Lab: Cellular Respiration in Yeast Hand-on laboratory activity and text-based lessons. Students will learn the molecules involved in the processes of cellular respiration. They will also learn the processes involved in both aerobic and anaerobic conditions, and the molecules involved. In the lab lesson, students will analyze how cellular respiration occurs in yeast and prepare for the hands-on lab assessment.	120045 118445	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Test: Cell Energy Hands-on lab activity report and summative, multiple choice assessment. In the lab assignment, students will answer pre-lab questions using their knowledge of cellular respiration. They will carry out an experiment using Brewer's yeast and record data into tables. Lastly, they answer a series of post-lab questions. In the assessment, students will answer questions determining the molecules involved in cellular respiration in both aerobic and anaerobic conditions.
SC.912.L.18.9	Explain the interrelated nature of photosynthesis and cellular respiration. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345575 349710	**Biology A Unit 6: Cell Energy** Cellular Respiration The Cycle of Matter Text-based lessons including diagram. Students will examine text and a diagram explaining the interdependence of photosynthesis and cellular respiration. Both chemical equations of the processes and diagrams explain the relationship.	118447 118445	**Unit 6 Assignments:** Activity: The Cycle of Matter Test: Cell Energy Fill-in-the-blank activity and summative, multiple choice assessment. In the activity, students use a word bank to explain the relationship between photosynthesis and cellular respiration in organisms. In the assessment, students answer questions explaining how the two processes are related and how, in chemical equations for both processes, how one is the opposite of the other.
SC.912.L.18.10	Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345575 349710	**Biology A Unit 6: Cell Energy** Photosynthesis Glycolysis Cellular Respiration The Cycle of Matter Text-based lessons including diagrams. Students will analyze text, flowcharts, and diagrams explaining how and where ATP is formed, and how it provides energy for many cellular processes. The diagrams also exemplify how ATP is transferred within a cell throughout these processes.	118447 118445	**Unit 6 Assignments:** Activity: The Cycle of Matter Test: Cell Energy Fill-in-the-blank activity and summative, multiple choice assessment. In the activity, students use a word bank which follows what molecules, including ATP, are formed and where in a cell during the processes of photosynthesis and cellular respiration.

SC.912.L.18.11	Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345522 345523	**Biology A Unit 4: The Chemistry of Life** Biological Molecules Lab: Enzymes Hands-on laboratory activity and text-based lesson. Students will learn the factors that can increase or decrease a chemical reaction. In the lab lesson, students will analyze the factors that effect enzyme and catalyst function.	118433 118415	**Unit 4 Assignments:** Lab Report: Enzymes Test: The Chemistry of Life Hands-on experiment and lab report, and summative, multiple choice assessment. Students will perform an experiment on an enzyme and record the data in a lab report. In the assessment, students will answer questions explaining how enzymes function in reactions, and explain the factors affecting enzymatic processes.
SC.912.L.18.12	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345488	**Biology A Unit 4: The Chemistry of Life** Water Text-based lesson. Students will learn the properties of water and that it is the universal solvent. Students will also understand water's properties such as cohesion, specific heat, etc. that make it essential for life on Earth.	118415	**Unit 4 Assignment:** Test: The Chemistry of Life Summative, multiple choice assessment. Students will answer questions that explain why water's properties are important to life on Earth and the factors that make it a universal solvent.
SC.912.E.7.1:	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. Cogntive complexity: Level 3: Strategic Thinking & Complex Reasoning .	345505	**Biology B Unit 1: Ecology** Matter Cycling, Energy Flow, and Carrying Capacity Text-based lesson including diagrams and flowcharts. Students will read diagrams of the carbon, oxygen, nitrogen, and water cycles through the lithosphere, hydrosphere, atmosphere, and biosphere. They will also analyze text that shows how human and natural processes, including increases in greenhouse gases, impacts these cycles.	118635	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students will answer questions that show they know how matter and materials move through the water, carbon, oxygen, and nitrogen cycles.
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:				
	1. pose questions about the natural world,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students understand how to create a question or purpose for an experiment.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will create a question or purpose for the experiment regarding cellular respiration in yeast.
	2. conduct systematic observations,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will learn what observations they should make during the lab on cellular respiration in yeast.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will conduct an experiment and observe factors affecting cellular respiration in yeast.

	3. examine books and other sources of information to see what is already known,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will need to perform research from information sources, and by using the lesson material, to answer the pre-lab questions.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will need to perform research from information sources, and by using the lesson material, to answer the pre-lab questions.
	4. review what is known in light of empirical evidence,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand why they need to perform research, to find what is already known about cellular respiration in yeast and use this research to gain an understanding of this concept before performing the lab.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will need to perform research from information sources, to find what is already known about cellular respiration in yeast to answer the pre-lab questions.
	5. plan investigations,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand why they should plan an investigation ahead and make sure the steps of their procedure can be reproduced by other scientists.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will perform the experiment according to the procedure in the lab lesson.
	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand how to use data tables to organize data so that their results can be easily understood by other scientists.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will complete data tables complete with measurements in centimeters of the depth of bubbles and volume of gas produced during the experiment.
	7. pose answers, explanations, or descriptions of events,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students learn how to use previous knowledge from other experiments and scientific ideas to propose answers and explanations of naturally occurring phenomena.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will form a hypothesis for what they expect to find when yeast cultures are placed in different concentrations of sucros.
	8. generate explanations that explicate or describe natural phenomena (inferences),	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will explain whether the data found from experimentation, and the information from their research, supports their hypothesis, in their conclusions and post-lab questions.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will explain whether the data found from experimentation, and the information from their research, supports their hypothesis, in their conclusions and post-lab questions.

	9. use appropriate evidence and reasoning to justify these explanations to others,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand how to convey their experimental data verbally in an analysis, conclusion, or explanation to other scientists and their peers.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will explain the relationship between the different amounts of carbon dioxide produced and the concentration of sucrose in the test tubes, and justify this explanation with experimental data.
	10. communicate results of scientific investigations, and	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will observe how scientific results are communicated by research papers, journals, and peer reviewed articles between scientists. Students will also learn why it is important for scientists to share scientific results with one another to further knowledge about a naturally occurring phenomenon.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will share their results for the experiment in the conclusions and post-lab responses in the lab report.
	11. evaluate the merits of the explanations produced by others. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350515	**Biology A Unit 1 The Nature of Science** Interpreting Scientific Claims Text-based lesson including multimedia presentations, practice quiz, and practice questions. Students learn how to evaluate different scientific claims and explanations to see if they are valid, contain bias, and have been peer reviewed by other scientists. They also understand when a scientific claim has not been validated by the scientific method.	120701	**Biology A Unit 11: Evolution** Discussion: Observations and Inferences Peer-to-peer, interactive discussion. Students will read and research a scientific article and share what they found with their peers. They will evaluate the text for bias and determine if the explanations they researched were valid.
SC.912.N.2.1:	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lesson. Students will understand the difference between questions that can be answered scientifically and those that cannot, or may be pseudoscience. Students will also learn the difference between science and pseudoscience, and how pseudoscience resembles science but lacks certain criteria or does not follow the scientific method.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions identifying if scenarios can be studied scientifically or if they are pseudoscience. They will also identify the criteria that pseudoscience lacks in these scenarios and why the practices in these scenarios cannot qualify as science.

SC.912.N.3.1:	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lesson. Students will understand how scientific theories are developed by scientists making the same observations about a natural phenomena, until it becomes an accepted explanation.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions explaining how scientific theories are formed aby observations and determine whether hypotheses in different scenarios can be considered a theory.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lesson. Students will understand the difference between questions that can be answered using the scientific method and those that cannot. Students will also learn that questions regarding philosophy, religion, and personal beliefs cannot be assessed using the scientific method. They will lastly understand how science is limited by these types of questions.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions identifying whether a scenario addresses a person's opinion, belief system, religion, or philosophy, and whether it can be answered scientifically or not. They will also answer questions identifying how science is limited in answering questions based on religion, philosophy, or personal beliefs.
SC.912.N.1.3:	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Cognitive Complexity: Level 1: Recall	345266 350515	**Biology A Unit 1: Nature of Science** Using the Scientific Method Interpreting Scientific Claims Text-based lesson. Students will learn that scientific claims must be validated through repeated experimentation finding the same data, being peer reviewed by other scientists, and by being evaluated for any bias or poor scientific pratices. Students will also understand that the scientific method must be used to validate claims and how to recognize false claims.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions determining whether a scientific claim is valid based on the critieria of the evidence being peer reviewed, justified using the scientific method, or invalid due to bias, or unethical practices.
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266 350515	**Biology A Unit 1: Nature of Science** Using the Scientific Method Interpreting Scientific Claims Text-based lessons. Students will learn which sources of information should be used in scientific research, and to support their own investigations, and which cannot be considered as unreliable.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions determining whether a source of information is valid for supporting a scientific claim or investigation, how to identify sources that may contain bias or should not be used in scientific research, and recognize when some sources may contain bias.

SC.912.N.3.4:	Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lessons. Students will read the definitions of a scientific law and theory, respectively. They will also learn that scientific laws cannot become theories, and vice-versa.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions defining hypothesis, scientific theory, and scientific law, and will be able to identify the characteristics differentiating these three terms. They will also answer questions showing that they understand scientific laws cannot become scientific theories, and vice-versa.
SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345629	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** Lab: RNA Virtual laboratory lesson. Students learn how inferences are drawn from observations of natural phenomena.	120701	**Biology A Unit 11: Evolution** Discussion: Observations and Inferences Peer-to-peer, interactive discussion. Students will read and research a scientific article and provide at least one observation and inference, respectively, and explain how these are used to gather scientific evidence.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.	345751	**Biology A Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Text-based lesson. Students will read that genetics, environmental contaminants, and lifestyle choices can affect a human's health.	120741	**Unit 12 Assignment:** Required Chat: Impact of Environmental Factors on Health Interactive, student-teacher discussion. Students will answer questions stating whether a person's health problems are due to genetics or environmental factors and share this with their teacher. Students will also discuss different factors that influence the health of humans and the community.
HE.912.C.1.4:	Analyze how heredity and family history can impact personal health.	345698 345751	**Biology A Unit 10: Human Heredity** Human Genetic Disorders **Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Text-based lesson. Students will read that genetics can affect a human's health and that some diseases can be hereditary.	118490 118502	**Unit 10 Assignment:** Assignment: Genetic Disorders **Unit 12 Assignment:** Assignment: Selective Breeding and Types of Mutations Formative, multiple choice assessments. Students will answer questions explaining how genetic factors that can lead to harmful mutations in humans and be inherited from parent organisms. Students will also identify hereditary diseases and how they impact the well being of offspring.

HE.912.C.1.8:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.	345587 345595 345596	**Biology B Unit 3: Viruses and Bacteria** Viruses and the Disease of Living Cells HIV and AIDS The First Vaccine Text-based lesson. Students will understand how diseases can be innoculated against using vaccines and the different methods by which diseases can be treated, detected, and prevented.	118549	**Unit 10 Assignment:** Paper Assessment: Final Research Paper Research paper. Students will write a multi-part research paper addressing a disease of their choice. In the paper, they will discuss how the disease can be prevented, detected, and if there are available treatments for the disease.
LACC.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345762	**Biology A Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will analyze three rubrics explaining what is expected in the paper, how to use different sources and research methods, and how to cite sources.	118514	**Unit 12 Assignments:** Paper: Human Genome Project and Ethics Discussion: Transgenic Organisms Discussion: Bioethical Issues with Genetic Modifications Students will investigate ethical issues in scientific research, read different texts and sources, summarize what they have read and cite their sources.
LACC.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266 345523 345570	**Biology A Unit 1: The Nature of Science** Using the Scientific Method **Unit 4: The Chemistry of Life** Lab: Enzymes **Unit 6: Cell Energy** Virtual Lab: Photosynthesis Students will understand how scientific research and laboratory activities are performed, how to use measurements in a lab setting, and identify the limitations that scientists face when doing research.	118378 118433 118449	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 4 Assignment:** Lab Report: Enzymes **Unit 6 Assignment:** Lab Report: Photosynthesis Students will follow a procedure and perform several laboratory activities. In the labs, students obtain measurements and data. In the engineering activity, they identify the constraints they might face in constructing a product.

LACC.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266 349708 345650	**Biology A Unit 1: The Nature of Science** Using the Scientific Method **Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast **Unit 8: Cell Growth and Division** Lab: Mitosis Students will determine when to use certain types of graphs, data tables, and other forms of graphical representations. They will also determine the meaning of symbols in chemical equations and the periodic table.	118378 120045 118471	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast **Unit 8 Assignment:** Lab Report: Mitosis Students will determine which type of graph to use to convey their results. They will also construct and insert data into tables to organize their results. Students also identify the meaning of symbols, terms, and concepts in the exam and paper.
LACC.910.RST.2.5:	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts			120046	**Biology A Unit 6 Assignment:** Activity: The Cycle of Matter Students will use knowledge from lessons throughout the unit to show the relationship between key terms regarding photosynthesis. They do this by completing a fill in the blank activity using a word bank.
LACC.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	345266	**Biology A Unit 1: The Nature of Science** Using the Scientific Method Students will understand how to express quantitative information in graphs and tables. Students will also determine how to put equations and mathematics into words, and put words into equation forms.	118378 118449 118471	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 6 Assignment:** Lab Report: Photosynthesis Lab: Cellular Respiration in Yeast Students will translate data and quantitative information into graphs, tables, and other organizational tools. Students will also analyze text and translate scientific concepts into equations or symbols (i.e. the chemical equations involved in photosynthesis).

LACC.910.RST.4.10:	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts			120701 120702 118514 118457 118478 118539 118549	**Biology A Unit 11 Assignments:** Discussion: Observations and Inferences **Unit 12 Assignments:** Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics **Biology B Unit 3 Assignment:** Paper: Disease Research Paper Part 1 **Unit 5 Assignment:** Paper: Disease Research Paper Part 2 **Unit 9 Assignment:** Paper: Disease Research Paper Part 3 **Unit 10 Assignment:** Paper: Final Research Paper
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				
				118378 120046 118514	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 6 Assignment:** Activity: The Cycle of Matter **Unit 12 Assignment:** Paper: Human Genome Project and Ethics In the paper assessment regarding ethics, students must choose a topic and construct a written report using concepts from the course and other resources. In the other paper and activities, students will organize their ideas and experimental designs text, graphs, and organizational tools. Students make connections in both paper and the Cycle of Matter activity, with the latter involving a word bank.

	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	345762	**Biology A Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will understand how data and evidence from experiments performed using the scientific method must be used to make claims valid. They also will recognize when experimental results may need to be refuted and an experiment be revised and repeated. Students will also understand the constraints on certain scientific endeavors.	118514	**Unit 12 Assignment:** Paper: Human Genome Project and Ethics Students will create a hypothesis, perform and experiment, and supply data to support the claim made in their hypothesis. At the end of the experiment, students must determine if their hypothesis was supported and explain if the experiment must be repeated. Students must also explain the pros and cons of genetic engineering and the constraints involved in engineering scientific innovations.
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	345762	**Biology A Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will understand how to structure a cohesive research paper and convey their ideas by reading the rubric associated with this lesson.	120046 120702 118514	**Unit 6 Assignment:** Activity: The Cycle of Matter **Unit 12 Assignment:** Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics Students will create a cohesive, structured research paper and discussion, clearly conveying their ideas using proper sentence structure. In the activity, they will show the relationship between concepts using a word bank to complete a fill in the blank activity.

	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			120701 118509 118512 120741 120702 118514 120736	**Biology A Unit 11 Assignment:** Discussion: Observations and Inferences Journal Entry: Transitional Groups Journal Entry: Reproductive Isolation **Unit 12 Assignment:** Required Chat: Impact of Environmental Factors on Health Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics **Biology B Unit 1 Assignment:** Required Chat: Human Impacts on the Ecosystem Students will use vocabulary from their lessons and research that are pertinent to the issues they are addressing, conveying their ideas with these key terms in proper context
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			120702 120699	**Biology A Unit 12 Assignments:** Discussion: Transgenic Organisms Discussion: Bioethical Issues with Genetic Modifications In the discussions, students will analyze texts regarding two different issues involving genetic engineering. They will present their argument for or against these issues with their peers.

	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	345353 345355 345762	**Biology A Unit 1 The Nature of Science** Research Methods Citing Sources **Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will understand how research should be performed, how to use databases, the structure of a formal research paper, and how to cite sources. They will also understand how to create an objective argument whether they agree with an issue or not.		
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning			120702 120699	**Biology A Unit 12 Assignments:** Discussion: Transgenic Organisms Discussion: Bioethical Issues with Genetic Modifications In the discussions, students will analyze texts regarding two different issues involving genetic engineering. They will present their argument for or against these issues with their peers.

LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning				**Biology A Unit 11 Assignments:** Discussion: Observations and Inferences **Unit 12 Genetic Engineering Assignments:** Required Chat: Impact of Environmental Factors on Health Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics
				120701	**Biology B Unit 1 Assignments:**
				120741	Required Chat: Human Impacts on the Ecosystem
				120743	**Unit 3 Assignment:**
				118547	Paper: Disease Research Paper Part 1
				118478	Unit 5 Assignment:
				118539	Paper: Disease Research Paper Part 2
				118549	**Unit 9 Assignment:**

Documentation of Alignment

Advanced Academics: Biology A & B

Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Body of Knowledge: Life Science					
	Standard 14: Organization and Development of Living Organisms				
SC.912.L.14.1	Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345530	**Biology A Unit 5: Cell Structure and Function** Cell Theory Text-based lesson. Students learn that science is in a constant state of change. The scientific process includes ideas from different people and time periods building upon one another as more information and technology becomes available.	118437	**Unit 5 Assignment:** Assignment: Cell Theory and Structure Formative, multiple choice assessment. Students answer questions describing how the ideas of several scientists combined to form the modern cell theory. They also relate how advancements in technology, improvements upon existing scientific knowledge, and repeated experimentation led its development.
SC.912.L.14.2	Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345539 345548	**Biology A Unit 5: Cell Structure and Function** Cell Structure Molecular Transport Text-based lesson. Students learn how the structures found both in plant and animal cells relate to their functions. The lesson also explains the different mechanisms involved in both passive and active transport of substances through the cell membranes of both types of cells.	118437 118441	**Unit 5 Assignment:** Assignment: Cell Theory and Structure Assignment: Molecular Transport and Levels of Organization Formative, multiple choice assessment. Students answer questions that compare passive transport to active transport.

SC.912.L.14.3	Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345539	**Biology A Unit 5: Cell Structure and Function** Cell Structure Text-based lesson. Students read and observe the similarities and differences of structures found in plants and animal cells. They also compare and contrast prokaryotic and eukaryotic cells.	118437	**Biology A Unit 5 Assignment:** Cell Theory and Structure **Unit 6 Assignments:** Lab Report: Photosynthesis Photosynthesis Activity: The Cycle of Matter **Unit 7 Assignments:** Lab Report: DNA Lab Report: RNA RNA, Transcription, and Translation Test: Nucleic Acids and Protein Synthesis **Unit 8 Assignments:** The Cell Cycle
SC.912.L.14.4	Compare and contrast structure and function of various types of microscopes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345429	**Biology A Unit 2: The Science of Biology** Different Types of Microscopes Text-based lesson. Students analyze the different types of microscopes, and compare and contrast how each type is used.	118437	**Unit 5 Assignment:** Assignment: Cell Theory and Structure Formative, multiple choice assessment. Students answer questions distinguishing between the different types of microscopes and how they are used in a laboratory.
SC.912.L.14.6	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345751	**Biology A Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Text-based lesson. Students will read that genetics, environmental contaminants, and lifestyle choices can affect a community's and an individual human's health.	120741	**Unit 12 Assignment:** Required Chat: Impact of Environmental Factors on Health Interactive, student-teacher discussion. Students will answer questions stating whether a person's health problems are due to genetics or environmental factors. In the chat, students will discuss different factors that influence the health of humans and the community with their teacher.

SC.912.L.14.7	Relate the structure of each of the major plant organs and tissues to physiological processes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345722 345725 345731 345736	**Biology B Unit 6: Plants (Kingdom Plantae)** Roots Stems Leaves and Photosynthesis Flowers Text-based lessons. Students will examine the different structures, tissues, organs, and how they function together to carry out processes essential to the survival of a plant.	118497 118481	**Unit 6 Assignment:** Lab Report: Plant Structure Test: Plants (Kingdom Plantae) Virtual lab activity and summative, multiple choice assessment. Students complete a virtual lab activity in which they relate structures of different types of plants to function and label these structures. In the test, students answer questions relating the different parts of plants to the functions and metabolic processes essential to life.
SC.912.L.14.26	Identify the major parts of the brain on diagrams or models. Cognitive Complexity: Level 1: Recall	317525	**Biology B Unit 10: Body Systems Part II** Virtual Lab: Pig Dissection Text- and diagram- based lesson. Students observe diagrams, flowcharts, and tables that identify the lobes of the brain and the functions and processes each lobe is essential for using a virtual, dissected pig as the model.	118548	**Unit 10 Assignment:** Lab Report: Virtual Pig Dissection Virtual lab activity. Students will use the virtual, dissected pig model from a website to complete a flowchart identifying the lobes of the brain and the processes the individual lobes carry out in the body.
SC.912.L.14.36	Describe the factors affecting blood flow through the cardiovascular system. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345847 345853 345889	**Biology B Unit 9: Body Systems Part I** Circulatory System Heart **Unit 10: Body Systems Part II** Virtual Lab: Pig Dissection Text- and diagram- based lesson. Students will observe diagrams, flowcharts, and tables demonstrating how a oxygenated and deoxygenated blood travels through the cardiovascular system in the human body.	118528 118548	**Unit 9 Assignment:** Test: Body Systems Part I **Unit 10 Assignment:** Lab Report: Virtual Pig Dissection Summative, multiple choice assessment and virtual lab activity. Students will use the virtual, dissected pig model from a website to complete a flowchart showing the path of a red blood cell traveling through the cardiovascular system.

SC.912.L.14.52	Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345596 345611 345882	**Biology B Unit 3: Viruses and Bacteria** The First Vaccine Bacteria and Disease **Unit 10: Body Systems Part II** Immune System Text-based lessons. Students will investigate how the first vaccine was developed and the physiological responses that occur when components of the immune system encounter a foreign pathogen. They will also examine the mechanisms by which antibiotics are effective against bacterial infections and vaccines are used to combat viruses.	118545 118540	**Unit 10 Assignment:** Assignment: Endocrine, Immune, and Reproductive Systems Test: Body Systems Part II Formative and summative, multiple choice assessment. In both assessments, students will answer questions explaining how the immune system reacts, involving both innate and adaptive responses, to a foreign pathogen. Students also will address questions explain how vaccines and antibiotics are effective against viruses and bacteria, respectively.
	Standard 15: Diversity and Evolution of Living Organisms				
SC.912.L.15.1	Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345710 345716 345717	**Biology A Unit 11: Evolution** Evidence for Evolution Primate Evolution Evolution and Genetics Text-based lessons. Students will learn about how the collaboration of ideas from different scientists and various types of scientific evidence led to the development of the theory of evolution.	118509 118510 118512 118495 118513	**Unit 11 Assignments:** Journal Entry: Transitional Groups Assignment: Descent with Modification Journal Entry: Reproductive Isolation Assignment: Evolution and Genetics Test: Evolution Short-response, written assessments, and summative and formative, multiple choice assessments. Students will answer questions using geological, biological, and anatomical evidence for evolution. Students also answer questions identifying evidence supporting the theory of evolution and about the scientists that contributed to the development of the theory of evolution. In the journal, students use this evidence to support the evolutionary relationship between organisms.

SC.912.L.15.4	Describe how and why organisms are hierarchically classified and based on evolutionary relationships. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345551 345553	**Biology B Unit 2: Classification** The Taxonomic Hierarchy Phylogeny and Taxonomy Today Text-based lessons. Students will learn that organisms are classified based on similarities of characteristics such as DNA to show how close their evolutionary relationships are. Students will also learn how Linnaeus began to develop this hierarchy and taxonomy.	118436	**Unit 2 Assignment:** Test: Classification Summative, multiple choice assessment. Students will answer questions describing the how organisms are classified based on characteristics such as similarities in DNA and homologous structures.
SC.912.L.15.5	Explain the reasons for changes in how organisms are classified. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345535 345541 345551 345553	**Biology B Unit 2: Classification** Classification Beginnings Carolus Linnaeus' Binomial Nomenclature The Taxonomic Hierarchy Phylogeny and Taxonomy Today Text-based lessons. Students will understand how organisms are taxonomically classified and learn about the development of classification, starting with Carolus Linnaeus. They will also examine how the classification of organisms has changed since Linnaeus first developed this system.	118436	**Unit 2 Assignment:** Test: Classification Summative, multiple choice assessment. Students will answer questions explaining how and why the classification of organisms has changed as tools and scientific knowledge has improved, enabling scientists to have a better understanding of the evolutionary relationships between organisms.
SC.912.L.15.6	Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345551 345553	**Biology B Unit 2: Classification** The Taxonomic Hierarchy Phylogeny and Taxonomy Today Text-based lessons. Students will learn about organisms and their characteristics in the three domains and six kingdoms. Students will also understand how to classify living organisms in this system using their defining characteristics.	118436	**Unit 2 Assignment:** Test: Classification Summative, multiple choice assessment. Student will answer questions determining the classification of an organism in the individual kingdoms and domains based on their characteristics.
SC.912.L.15.8	Describe the scientific explanations of the origin of life on Earth. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345709	**Biology A Unit 11: Evolution** Evolution: Historical Perspectives Text-based lesson. Students will learn about the different theories that have developed about the origin of life from the times of the ancient Greeks to present. They will also learn what the accepted theories are today.	110694	**Unit 11 Assignment:** Assignment: Descent with Modification Formative, multiple choice assessment. Students will identify the philosophers and scientists who developed the different theories for the origins of life on Earth and answer questions describing these theories.

SC.912.L.15.10	Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345716	**Biology A Unit 11: Evolution** Primate Evolution Text-based lesson. Students will observe the anatomical and behavioral development of hominds that are evidence for how humans evolved.	118513	**Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions identifying evidence demonstrating how hominids have evolved from millions of years ago to the present.
SC.912.L.15.13	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345709 345717	**Biology A Unit 11: Evolution** Evolution: Historical Perspectives Evolution and Genetics Text-based lessons, diagrams, and graphs. Students will learn what mechanisms drive natural selection and different factors that enable the most fit organisms to survive.	118513	**Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions describing conditions and variables needed for natural selection, genetic variation, and address determine characteristics in different organisms enabling them the best chance at survival.
SC.912.L.15.14	Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345717	**Biology A Unit 11: Evolution** Evolution and Genetics Text-based lessons, diagrams, and graphs. Students will learn what mechanisms that can cause the evolution of a species including the bottleneck effect, genetic drift, geographic and reproductive isolation, and gene flow.	118513	**Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions describing conditions and variables needed for evolution to occur in the species of different organisms.
SC.912.L.15.15	Describe how mutation and genetic recombination increase genetic variation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	349138 345717	**Biology A Unit 9: Genetics** Comparison of Mitosis and Meiosis **Unit 11: Evolution** Evolution and Genetics Text-based lessons. Students will understand how an alteration of DNA, by mutations or meiosis, causes and increases genetic variation in a species.	118473 118513	**Unit 9 Assignment:** Test: Genetics **Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessment. Students will answer questions describing whether genetic variation occurred in a species, and identify the causative factor.
	Standard 16: Heredity and Reproduction				
SC.912.L.16.1	Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345671	**Biology A Unit 9: Genetics** Phenotypes and Genotypes Text-based lesson. Students will learn that the process of meiosis during sexual reproduction causes genetic variation. The text also explains independent assortment and crossing over is the cause for the shuffling of genes.	118473	**Unit 9 Assignment:** Test: Genetics Summative, multiple choice assessment. Students will answer question using the laws of segregation, independent assortments, crossing over, and meiosis, and how these factors contribute to pattern of inheritance.

SC.912.L.16.2	Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345664 345679 345692	**Biology A Unit 9: Genetics** Genes Multimedia Link: Co-dominant Alleles and Chicken Genetics Gizmo **Unit 10: Human Heredity** Sex-Linked Inheritance Text-based assessment and interactive practice activity. Students will understand that inheritance patterns are caused by alleles and their expression in individuals. Students will also learn how to use Punnett squares and the interactive activity to determine what traits offspring will inherit from their parents.	118473 118513	**Unit 9 Assignment:** Test: Genetics **Unit 11 Assignment:** Test: Evolution Summative, multiple choice assessments. Students will use Punnett squares and information to determine whether alleles are dominant, recessive, codominant, etc., and will determine what traits offspring will inherit.
SC.912.L.16.3	Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345616 345624	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** DNA Replication Lab: DNA Text-based lesson and virtual laboratory activity. Students read texts and a website in the lab lesson describing DNA replication, and that it is a semi-conservative process. Students also will gain an understand that it is the genetic information passed from parents to offspring.	118461 118453	**Unit 7 Assignments:** Lab Report: DNA Test: Nucleic Acids and Protein Synthesis Lab report and summative, multiple choice assessment. Students use a website to complete the lab report describing the processes by which DNA replicates and how DNA transmits from parents to offspring. In the assessment, students will answer questions that describe DNA replication.
SC.912.L.16.4	Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345751 345755	**Biology A Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Types of Mutations Text-based lessons. Students learn what causes mutations in DNA and how this affects an organism. The text also relate how mutations cause genetic variation in species and can be either harmful or beneficial, or have no effect.	118502 118498	**Unit 12 Assignments:** Assignment: Selective Breeding and Types of Mutation Test: Genetic Engineering Formative and summative, multiple choice assessments. Students will answer questions defining the different types of mutations in DNA segments. Students will also explain how a mutation can be beneficial or harmful, the sources that cause mutations, and how mutations can cause genetic variation.

SC.912.L.16.5	Explain the basic processes of transcription and translation, and how they result in the expression of genes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345627 345628 345629	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** RNA and Transcription Translating the Genetic Code Lab: RNA Virtual laboratory and text-based lessons. Students will read texts describing transcription, and translation. They also gain an understanding of how the translation process is responsible for the formation of proteins and how both processses influence gene expression.	118464 118453	**Unit 7 Assignments:** Lab Report: RNA Test: Nucleic Acids and Protein Synthesis Lab report and summative, multiple choice assessment. Students will answer questions that describe a step occurring in transcription, translation, and protein synthesis. In the lab report, students complete tables and answer in full sentences the processes involved in translation, transcription, and gene expression using a website.
SC.912.L.16.8	Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345637 345650 345751	**Biology A Unit 8: Cell Growth and Division** Cell Growth Lab: Mitosis **Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Virtual laboratory and text-based lessons. Students read that genes can mutate due to a naturally occurring condition or because of environmental factors, which can cause cancer. Students also learn that cells can become cancerous if a problem occurs during the cell cycle.	118466 118471 118465 120741 118498	**Unit 8 Assignments:** Assignment: Cell Growth Lab Report: Mitosis Test: Cell Growth and Division **Unit 12 Assignments**: Required Chat: Impact of Environmental Factors on Health Test: Genetic Engineering Lab report, interactive teacher-student discussion, and formative and summative, multiple choice assessments. In the assessments, students will answer questions describing how genes that mutate can become cancerous. Students will also answer questions that explain environmental and genetic factors that can lead to harmful mutations in humans. In the lab report, students will answer questions pertaining to what can occur when
SC.912.L.16.9	Explain how and why the genetic code is universal and is common to almost all organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345628 345629	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** Translating the Genetic Code Lab: RNA Virtual laboratory lesson and text-based lesson. Students understand that the genetic code is the same in all organisms and that there are only 20 amino acids coded for in all living things.	118464 118453	**Unit 7 Assignments:** Lab Report: RNA Test: Nucleic Acids and Protein Synthesis Lab report and summative, multiple choice assessment. Students will use a website to determine how the same amino acids code for proteins in all organisms. In the assessment, students answer questions explaining that the same codons are found in nearly all organisms.

SC.912.L.16.10	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345758 345760 345762	**Biology A Unit 12: Genetic Engineering** Lab: Biotechnology Achievements of Genetic Engineering The Human Genome Project and Ethical Issues Virtual lab lesson and text-bsed lessons. Students will learn about the benefits, detriments, and social ramifications of biotechnology in farming, breeding, and medicine. In the lab lesson, students will understand the different tools and methods that are used to determine the DNA of an individual.	118506 120699 118514 120702	**Unit 12 Assignments:** Lab Report: Biotechnology Discussion: Bioethical Issues with Genetic Modifications Paper: Human Genome Project and Ethical Issues Discussion: Transgenic Organisms Lab report, peer-to-peer interactive discussions, and multi-part research paper. Students will answer questions describing the different methods of genetic engineering in agriculture, medicine, and breeding organisms. In the paper and discussion, students will address the social, economic, and ethical issues associated with genetic engineering by performing research using websites, books, and other materials..
SC.912.L.16.13	Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345884 345886 345888	**Biology B Unit 10: Body Systems Part II** Male Reproductive System Female Reproductive System Fertilization to Birth Text-based lessons and diagrams. Students will observe and analyze text and diagrams of the male and female reproductive systems. They will gain an understanding of the structures, functions, and processes involved in each system, how fertilization occurs, and what occurs during pregnancy.	118545 118540	**Unit 10 Assignments:** Assignment: Endocrine, Immune, and Reproductive Systems Test: Body Systems Part II Formative and summative, multiple choice assessments. Students will answer questions describing the structures, functions, and processes that occur in both male and female reproductive systems, and the development of a fetus from fertilization to birth.
SC.912.L.16.14	Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345641 345649 345650	**Biology A Unit 8: Cell Growth and Division** The Cell Cycle Mitosis and Cytokinesis Lab: Mitosis Virtual laboratory lesson and text-based lesson. Students learn about the process of mitosis, its role in cell reproduction, and the number of chromosomes of offspring equaling that of the parent cell during asexual reproduction.	118468 118471 118465	**Unit 8 Assignments:** Assignment: The Cell Cycle Lab Report: Mitosis Test: Cell Growth and Division Lab report, and formative and summative, multiple choice assessments. Students will answer questions explaining the processes and stages involved in mitosis. In the lab, students complete tables and diagrams describing chromosome alignment, ploidy, and division of cells during mitosis.

SC.912.L.16.16	Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345681 345684	**Biology A Unit 9: Cell Genetics** Meiosis Lab: Meiosis Virtual laboratory lesson and text-based lesson. Students learn the processes involved during meiosis and how reduction occurs when gametes in plants and animals are formed.	118483 118473	**Unit 9 Assignments:** Lab Report: Meiosis Test: Genetics Lab report and summative, multiple choice assessment. Students will complete a lab report containing diagrams, tables, and questions regarding the processes involved in meiosis. In the assessment, students will answer questions describing what occurs during meiosis, and determining how independent assortment, crossing over of chromosomes, and reduction occurs during the process.
SC.912.L.16.17	Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345681 345684	**Biology A Unit 9: Cell Genetics** Comparison of Mitosis and Meiosis Text-based lesson. Students will read a summary comparing the processes that take place in mitosis and meiosis. Students also learn the advantages and disadvantages of sexual and asexual reproduction.	118473	**Unit 9 Assignments:** Test: Genetics Summative, multiple choice assessment. students will answer questions where they determine the disadvantages and advantages of the two types of reproduction. They will also explain the processes occurring during meiosis and mitosis that contribute to these advantages and disadvantages.
	Standard 17: Interdependence				
SC.912.L.17.2	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345327 345505 345515	**Biology B Unit 1: Ecology** Organisms and Their Environment Matter Cycling, Energy Flow, and Carrying Capacity Biomes Text-based lessons. Students will examine how different types of marine organisms are found at various ocean depths and water sources based on the characteristics of the aquatic system and the functions needed for the organisms to survive.	118365	**Unit 1 Assignments:** Test: Ecology Summative, multiple choice assessment. Students will answer questions explaining where certain organisms might be found in an acquatic ecosystem based on the substances needed for the organisms to function and survive including chemistry, light availability, salinty, and water temperature.

SC.912.L.17.4	Describe changes in ecosystems resulting from seasonal variations, climate change and succession. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345510 345515 345526 350498	**Biology B Unit 1: Ecology** Ecological Succession Biomes Biodiversity and Ecosystem Stability Human Impacts on Planet Earth Text-based lessons. Students will gain an understanding as to how ecosystems are influenced by changes involving the seasons, climate, and ecological succession, caused naturally and by humans.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students will answer questions describing how an ecosystem might be affected when a change in climate, season, or natural disaster occurs. Students also describe what occurs at different times during ecological succession.
SC.912.L.17.5	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345515	**Biology B Unit 1: Ecology** Matter Cycling, Energy Flow, and Carrying Capacity Text-based lesson. Students will analyze the natural and human factors, and abiotic and biotic factors, that affect carrying capacity and, as a consequence, the population size of different species in an ecosystem.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students will answer questions analyzing situations where different factors, abiotic and biotic, could influence the birth and death rate, migration of organisms, limit their populations, and how these factors influence carrying capacity.
SC.912.L.17.8	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345510 345515 350498	**Biology B Unit 1: Ecology** Ecological Succession Biodiversity and Ecosystem Stability Human Impacts on Planet Earth Text-based lesson. Students will read a case study showing what occurs when a species of organism is introduced into a different ecosystem. They also observe the possible negative effects of this. Students also examine how human activities can affect biodiversity, and the natural and human factors that can cause extinction events.	120743 120736 118365	**Unit 1 Assignment:** Required Chat: Introduction of Species in an Ecosystem Paper: The Impact of Agricultural Practices on Ecosystems Test: Ecology Interactive teacher-student discussion, research paper, and summative, multiple choice assessment. In the assessment, students will answer questions that explain how the introduction of a species into a new ecosystem can have devastating effects. In the required chat, student will choose from a list a non-native, invasive species to an environment and perform research over it. They will discuss their findings with their teacher. In the paper, students will analyze the impact of agricultural practices in developed and undeveloped countries, and explain how they affect biodiversity.

SC.912.L.17.9	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345327 345505	**Biology B Unit 1: Ecology** Organisms and Their Environment Matter Cycling, Energy Flow, and Carrying Capacity Text-based lesson, diagrams, and flowcharts. Students will identify the characteristics of producers, consumers, and decomposers. They will also observe diagrams and flowcharts showing how energy levels compare for each type of organism, how biomass compares, and how energy transfers in food webs, pyramids, and chains.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students identify the tropic level, amount of energy available at each level, and determine how much energy decreased by answering questions about different types of organisms. Students also use biomass diagrams, food webs, food pyramids, and flowcharts to answer questions and determine whether an organism is a producer, consumer, or decomposer.
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350498 350499	**Biology B Unit 1: Ecology** Human Impacts on Planet Earth The Impact of Agricultural Practices on Ecosystems Text-based lessons. Students read about the impact of chemically produced products like plastics, fertilizers, and fossil fuels have both societal and environmental impacts that can be positive and negative. Students also analyze how these products are monitored and conserved in both developing and developed countries.	118365	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students answer questions about the costs and benefits of renewable and nonrenewable energy sources, and evaluate how deforestation, desertification, and other human activities can devastate ecosystems.
SC.912.L.17.13	Discuss the need for adequate monitoring of environmental parameters when making policy decisions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350498 350499	**Biology B Unit 1: Ecology** Human Impacts on Planet Earth The Impact of Agricultural Practices on Ecosystems Text-based lesson. Students will read about the positive and negative impacts that human beings have had on planet Earth, including conservationist methods, and how fossil fuels are harming the environment. Students will also understand that communities and countries form public policies to help preserve the environment and protect areas where natural resources are obtained.	118365	**Unit 1 Assignment:** Paper: The Impact of Agricultural Practices on Ecosystems Research paper. Students will perform research on developed and developing countries determinining where public policies have been made, and where they have not, to protect the environment. They will also research their own state and/or region, and explain what local, state, and federal government policies have been put into action to monitor agricultural practices while conserving resources.

SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	350498 350499	**Biology B Unit 1: Ecology** Human Impacts on Planet Earth The Impact of Agricultural Practices on Ecosystems Text-based lessons. Students investigate how human activities impact all parts of an ecosystem and analyze the different lifestyles and sustainability practices humans can use to acquire needed resources without negatively impacting the environment. Students also analyze the difference of practices in developing and developed countries.	118365	**Unit 1 Assignment:** Paper: The Impact of Agricultural Practices on Ecosystems Test: Ecology Research paper and summative, multiple choice assessment. Students perform research over a developed and developing country, comparing the global impact each has on ecosystems and the local impacts of human lifestyles and sustainability practices on local ecosystems. In the assessment, students use this knowledge to answer questions regarding how a practice or lifestyle may impact the environment.
	Standard 18: Matter and Energy Transformations				
SC.912.L.18.1	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345522	**Biology A Unit 4: The Chemistry of Life** Biological Molecules Text-based lesson. Students learn the elements found in cells, and understand the structures and function of the four biological molecules.	118415	**Unit 4 Assignment:** Test: The Chemistry of Life Summative, multiple choice assessment. students will answer questions describing which elements are found in cells. They also answer questions showing they understand the different characteristics and functions of carbohydrates, lipids, proteins, and nucleic acids.
SC.912.L.18.7	Identify the reactants, products, and basic functions of photosynthesis. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345559 345570	**Biology A Unit 6: Cell Energy** Photosynthesis Virtual Lab: Photosynthesis Virtual laboratory lesson and text-based lesson including diagrams. Students will be able to determine what molecules are the reactants and products in the chemical reactions involved in photosynthesis. Students also will analyze the structure of plants and photosynthetic organisms where photosynthesis takes place.	118449 118447 118445	**Unit 6 Assignment:** Lab Report: Photosynthesis Activity: The Cycle of Matter Test: Cell Energy Lab report, fill-in-the-blank activity using a word bank, and summative, multiple choice assessment. In the lab, students will perform a virtual experiment on a hydrilla plant showing how different factors affect photosynthesis in plants. In the activity, students use a word bank to complete the step-by-step processes involved in photosynthesis. In the assessments, students will answer questions identifying the molecules, functions, and where in a plant photosynthesis occurs.

SC.912.L.18.8	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345573 345575 349708	**Biology A Unit 6: Cell Energy** Glycolysis Cellular Respiration Lab: Cellular Respiration in Yeast Hand-on laboratory activity and text-based lessons. Students will learn the molecules involved in the processes of cellular respiration. They will also learn the processes involved in both aerobic and anaerobic conditions, and the molecules involved. In the lab lesson, students will analyze how cellular respiration occurs in yeast and prepare for the hands-on lab assessment.	120045 118445	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Test: Cell Energy Hands-on lab activity report and summative, multiple choice assessment. In the lab assignment, students will answer pre-lab questions using their knowledge of cellular respiration. They will carry out an experiment using Brewer's yeast and record data into tables. Lastly, they answer a series of post-lab questions. In the assessment, students will answer questions determining the molecules involved in cellular respiration in both aerobic and anaerobic conditions.
SC.912.L.18.9	Explain the interrelated nature of photosynthesis and cellular respiration. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345575 349710	**Biology A Unit 6: Cell Energy** Cellular Respiration The Cycle of Matter Text-based lessons including diagram. Students will examine text and a diagram explaining the interdependence of photosynthesis and cellular respiration. Both chemical equations of the processes and diagrams explain the relationship.	118447 118445	**Unit 6 Assignments:** Activity: The Cycle of Matter Test: Cell Energy Fill-in-the-blank activity and summative, multiple choice assessment. In the activity, students use a word bank to explain the relationship between photosynthesis and cellular respiration in organisms. In the assessment, students answer questions explaining how the two processes are related and how, in chemical equations for both processes, how one is the opposite of the other.
SC.912.L.18.10	Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345575 349710	**Biology A Unit 6: Cell Energy** Photosynthesis Glycolysis Cellular Respiration The Cycle of Matter Text-based lessons including diagrams. Students will analyze text, flowcharts, and diagrams explaining how and where ATP is formed, and how it provides energy for many cellular processes. The diagrams also exemplify how ATP is transferred within a cell throughout these processes.	118447 118445	**Unit 6 Assignments:** Activity: The Cycle of Matter Test: Cell Energy Fill-in-the-blank activity and summative, multiple choice assessment. In the activity, students use a word bank which follows what molecules, including ATP, are formed and where in a cell during the processes of photosynthesis and cellular respiration.

SC.912.L.18.11	Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345522 345523	**Biology A Unit 4: The Chemistry of Life** Biological Molecules Lab: Enzymes Hands-on laboratory activity and text-based lesson. Students will learn the factors that can increase or decrease a chemical reaction. In the lab lesson, students will analyze the factors that effect enzyme and catalyst function.	118433 118415	**Unit 4 Assignments:** Lab Report: Enzymes Test: The Chemistry of Life Hands-on experiment and lab report, and summative, multiple choice assessment. Students will perform an experiment on an enzyme and record the data in a lab report. In the assessment, students will answer questions explaining how enzymes function in reactions, and explain the factors affecting enzymatic processes.
SC.912.L.18.12	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345488	**Biology A Unit 4: The Chemistry of Life** Water Text-based lesson. Students will learn the properties of water and that it is the universal solvent. Students will also understand water's properties such as cohesion, specific heat, etc. that make it essential for life on Earth.	118415	**Unit 4 Assignment:** Test: The Chemistry of Life Summative, multiple choice assessment. Students will answer questions that explain why water's properties are important to life on Earth and the factors that make it a universal solvent.
SC.912.E.7.1:	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. Cogntive complexity: Level 3: Strategic Thinking & Complex Reasoning .	345505	**Biology B Unit 1: Ecology** Matter Cycling, Energy Flow, and Carrying Capacity Text-based lesson including diagrams and flowcharts. Students will read diagrams of the carbon, oxygen, nitrogen, and water cycles through the lithosphere, hydrosphere, atmosphere, and biosphere. They will also analyze text that shows how human and natural processes, including increases in greenhouse gases, impacts these cycles.	118635	**Unit 1 Assignment:** Test: Ecology Summative, multiple choice assessment. Students will answer questions that show they know how matter and materials move through the water, carbon, oxygen, and nitrogen cycles.
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: 1. pose questions about the natural world,				
		349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students understand how to create a question or purpose for an experiment.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will create a question or purpose for the experiment regarding cellular respiration in yeast.

	2. conduct systematic observations,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will learn what observations they should make during the lab on cellular respiration in yeast.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will conduct an experiment and observe factors affecting cellular respiration in yeast.
	3. examine books and other sources of information to see what is already known,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will need to perform research from information sources, and by using the lesson material, to answer the pre-lab questions.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will need to perform research from information sources, and by using the lesson material, to answer the pre-lab questions.
	4. review what is known in light of empirical evidence,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand why they need to perform research, to find what is already known about cellular respiration in yeast and use this research to gain an understanding of this concept before performing the lab.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will need to perform research from information sources, to find what is already known about cellular respiration in yeast to answer the pre-lab questions.
	5. plan investigations,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand why they should plan an investigation ahead and make sure the steps of their procedure can be reproduced by other scientists.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will perform the experiment according to the procedure in the lab lesson.
	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand how to use data tables to organize data so that their results can be easily understood by other scientists.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will complete data tables complete with measurements in centimeters of the depth of bubbles and volume of gas produced during the experiment.
	7. pose answers, explanations, or descriptions of events,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students learn how to use previous knowledge from other experiments and scientific ideas to propose answers and explanations of naturally occurring phenomena.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will form a hypothesis for what they expect to find when yeast cultures are placed in different concentrations of sucros.

	8. generate explanations that explicate or describe natural phenomena (inferences),	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will explain whether the data found from experimentation, and the information from their research, supports their hypothesis, in their conclusions and post-lab questions.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will explain whether the data found from experimentation, and the information from their research, supports their hypothesis, in their conclusions and post-lab questions.
	9. use appropriate evidence and reasoning to justify these explanations to others,	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will understand how to convey their experimental data verbally in an analysis, conclusion, or explanation to other scientists and their peers.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will explain the relationship between the different amounts of carbon dioxide produced and the concentration of sucrose in the test tubes, and justify this explanation with experimental data.
	10. communicate results of scientific investigations, and	349708	**Biology A Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast Hands-on lab lesson. Students will observe how scientific results are communicated by research papers, journals, and peer reviewed articles between scientists. Students will also learn why it is important for scientists to share scientific results with one another to further knowledge about a naturally occurring phenomenon.	120045	**Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast Hands-on lab report. Students will share their results for the experiment in the conclusions and post-lab responses in the lab report.
	11. evaluate the merits of the explanations produced by others.	350515	**Biology A Unit 1 The Nature of Science** Interpreting Scientific Claims Text-based lesson including multimedia presentations, practice quiz, and practice questions. Students learn how to evaluate different scientific claims and explanations to see if they are valid, contain bias, and have been peer reviewed by other scientists. They also understand when a scientific claim has not been validated by the scientific method.	120701	**Biology A Unit 11: Evolution** Discussion: Observations and Inferences Peer-to-peer, interactive discussion. Students will read and research a scientific article and share what they found with their peers. They will evaluate the text for bias and determine if the explanations they researched were valid.
	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning				

SC.912.N.2.1:	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lesson. Students will understand the difference between questions that can be answered scientificially and those that cannot, or may be pseudoscience. Students will also learn the difference between science and pseudoscience, and how pseudoscience resembles science but lacks certain criteria or does not follow the scientific method.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions identifying if scenarios can be studied scientifically or if they are pseudoscience. They will also identify the criteria that pseudoscience lacks in these scenarios and why the practices in these scenarios cannot qualify as science.
SC.912.N.3.1:	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lesson. Students will understand how scientific theories are developed by scientists making the same observations about a natural phenomena, until it becomes an accepted explanation.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions explaining how scientific theories are formed aby observations and determine whether hypotheses in different scenarios can be considered a theory.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lesson. Students will understand the difference between questions that can be answered using the scientific method and those that cannot. Students will also learn that questions regarding philosophy, religion, and personal beliefs cannot be assessed using the scientific method. They will lastly understand how science is limited by these types of questions.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions identifying whether a scenario addresses a person's opinion, belief system, religion, or philosophy, and whether it can be answered scientifically or not. They will also answer questions identifying how science is limited in answering questions based on religion, philosophy, or personal beliefs.
SC.912.N.1.3:	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Cognitive Complexity: Level 1: Recall	345266 350515	**Biology A Unit 1: Nature of Science** Using the Scientific Method Interpreting Scientific Claims Text-based lesson. Students will learn that scientific claims must be validated through repeated experimentation finding the same data, being peer reviewed by other scientists, and by being evaluated for any bias or poor scientific pratices. Students will also understand that the scientific method must be used to validate claims and how to recognize false claims.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions determining whether a scientific claim is valid based on the critieria of the evidence being peer reviewed, justified using the scientific method, or invalid due to bias, or unethical practices.

SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266 350515	**Biology A Unit 1: Nature of Science** Using the Scientific Method Interpreting Scientific Claims Text-based lessons. Students will learn which sources of information should be used in scientific research, and to support their own investigations, and which cannot be considered as unreliable.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions determining whether a source of information is valid for supporting a scientific claim or investigation, how to identify sources that may contain bias or should not be used in scientific research, and recognize when some sources may contain bias.
SC.912.N.3.4:	Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345266	**Biology A Unit 1: Nature of Science** Using the Scientific Method Text-based lessons. Students will read the definitions of a scientific law and theory, respectively. They will also learn that scientific laws cannot become theories, and vice-versa.	118342	**Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions defining hypothesis, scientific theory, and scientific law, and will be able to identify the characteristics differentiating these three terms. They will also answer questions showing that they understand scientific laws cannot become scientific theories, and vice-versa.
SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	345629	**Biology A Unit 7: Nucleic Acids and Protein Synthesis** Lab: RNA Virtual laboratory lesson. Students learn how inferences are drawn from observations of natural phenomena.	120701	**Biology A Unit 11: Evolution** Discussion: Observations and Inferences Peer-to-peer, interactive discussion. Students will read and research a scientific article and provide at least one observation and inference, respectively, and explain how these are used to gather scientific evidence.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.	345751	**Biology A Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Text-based lesson. Students will read that genetics, environmental contaminants, and lifestyle choices can affect a human's health.	120741	**Unit 12 Assignment:** Required Chat: Impact of Environmental Factors on Health Interactive, student-teacher discussion. Students will answer questions stating whether a person's health problems are due to genetics or environmental factors and share this with their teacher. Students will also discuss different factors that influence the health of humans and the community.

HE.912.C.1.4:	Analyze how heredity and family history can impact personal health.	345698 345751	**Biology A Unit 10: Human Heredity** Human Genetic Disorders **Unit 12: Genetic Engineering** Somatic and Sex Cell Mutations Text-based lesson. Students will read that genetics can affect a human's health and that some diseases can be hereditary.	118490 118502	**Unit 10 Assignment:** Assignment: Genetic Disorders **Unit 12 Assignment:** Assignment: Selective Breeding and Types of Mutations Formative, multiple choice assessments. Students will answer questions explaining how genetic factors that can lead to harmful mutations in humans and be inherited from parent organisms. Students will also identify hereditary diseases and how they impact the well being of offspring.
HE.912.C.1.8:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.	345587 345595 345596	**Biology B Unit 3: Viruses and Bacteria** Viruses and the Disease of Living Cells HIV and AIDS The First Vaccine Text-based lesson. Students will understand how diseases can be innoculated against using vaccines and the different methods by which diseases can be treated, detected, and prevented.	118549	**Unit 10 Assignment:** Paper Assessment: Final Research Paper Research paper. Students will write a multi-part research paper addressing a disease of their choice. In the paper, they will discuss how the disease can be prevented, detected, and if there are available treatments for the disease.
LACC.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345762	**Biology A Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will analyze three rubrics explaining what is expected in the paper, how to use different sources and research methods, and how to cite sources.	118514	**Unit 12 Assignments:** Paper: Human Genome Project and Ethics Discussion: Transgenic Organisms Discussion: Bioethical Issues with Genetic Modifications Students will investigate ethical issues in scientific research, read different texts and sources, summarize what they have read and cite their sources.

LACC.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266 345523 345570	**Biology A Unit 1: The Nature of Science** Using the Scientific Method **Unit 4: The Chemistry of Life** Lab: Enzymes **Unit 6: Cell Energy** Virtual Lab: Photosynthesis Students will understand how scientific research and laboratory activities are performed, how to use measurements in a lab setting, and identify the limitations that scientists face when doing research.	118378 118433 118449	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 4 Assignment:** Lab Report: Enzymes **Unit 6 Assignment:** Lab Report: Photosynthesis Students will follow a procedure and perform several laboratory activities. In the labs, students obtain measurements and data. In the engineering activity, they identify the constraints they might face in constructing a product.
LACC.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning	345266 349708 345650	**Biology A Unit 1: The Nature of Science** Using the Scientific Method **Unit 6: Cell Energy** Lab: Cellular Respiration in Yeast **Unit 8: Cell Growth and Division** Lab: Mitosis Students will determine when to use certain types of graphs, data tables, and other forms of graphical representations. They will also determine the meaning of symbols in chemical equations and the periodic table.	118378 120045 118471	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 6 Assignment:** Lab Report: Cellular Respiration in Yeast **Unit 8 Assignment:** Lab Report: Mitosis Students will determine which type of graph to use to convey their results. They will also construct and insert data into tables to organize their results. Students also identify the meaning of symbols, terms, and concepts in the exam and paper.
LACC.910.RST.2.5:	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts			120046	**Biology A Unit 6 Assignment:** Activity: The Cycle of Matter Students will use knowledge from lessons throughout the unit to show the relationship between key terms regarding photosynthesis. They do this by completing a fill in the blank activity using a word bank.

LACC.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	345266	**Biology A Unit 1: The Nature of Science** Using the Scientific Method Students will understand how to express quantitative information in graphs and tables. Students will also determine how to put equations and mathematics into words, and put words into equation forms.	118378 118449 118471	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 6 Assignment:** Lab Report: Photosynthesis Lab: Cellular Respiration in Yeast Students will translate data and quantitative information into graphs, tables, and other organizational tools. Students will also analyze text and translate scientific concepts into equations or symbols (i.e. the chemical equations involved in photosynthesis).
LACC.910.RST.4.10:	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts			120701 120702 118514 118457 118478 118539 118549	**Biology A Unit 11 Assignments:** Discussion: Observations and Inferences **Unit 12 Assignments:** Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics **Biology B Unit 3 Assignment:** Paper: Disease Research Paper Part 1 **Unit 5 Assignment:** Paper: Disease Research Paper Part 2 **Unit 9 Assignment:** Paper: Disease Research Paper Part 3 **Unit 10 Assignment:** Paper: Final Research Paper
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				

				118378 120046 118514	**Biology A Unit 1 Assignment:** Paper: Scientific Method and Inquiry **Unit 6 Assignment:** Activity: The Cycle of Matter **Unit 12 Assignment:** Paper: Human Genome Project and Ethics In the paper assessment regarding ethics, students must choose a topic and construct a written report using concepts from the course and other resources. In the other paper and activities, students will organize their ideas and experimental designs text, graphs, and organizational tools. Students make connections in both paper and the Cycle of Matter activity, with the latter involving a word bank.
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	345762	**Biology A Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will understand how data and evidence from experiments performed using the scientific method must be used to make claims valid. They also will recognize when experimental results may need to be refuted and an experiment be revised and repeated. Students will also understand the constraints on certain scientific endeavors.	118514	**Unit 12 Assignment:** Paper: Human Genome Project and Ethics Students will create a hypothesis, perform and experiment, and supply data to support the claim made in their hypothesis. At the end of the experiment, students must determine if their hypothesis was supported and explain if the experiment must be repeated. Students must also explain the pros and cons of genetic engineering and the constraints involved in engineering scientific innovations.

	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	345762	**Biology A Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will understand how to structure a cohesive research paper and convey their ideas by reading the rubric associated with this lesson.	120046 120702 118514	**Unit 6 Assignment:** Activity: The Cycle of Matter **Unit 12 Assignment:** Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics Students will create a cohesive, structured research paper and discussion, clearly conveying their ideas using proper sentence structure. In the activity, they will show the relationship between concepts using a word bank to complete a fill in the blank activity.
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			120701 118509 118512 120741 120702 118514 120736	**Biology A Unit 11 Assignment:** Discussion: Observations and Inferences Journal Entry: Transitional Groups Journal Entry: Reproductive Isolation **Unit 12 Assignment:** Required Chat: Impact of Environmental Factors on Health Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics **Biology B Unit 1 Assignment:** Required Chat: Human Impacts on the Ecosystem Students will use vocabulary from their lessons and research that are pertinent to the issues they are addressing, conveying their ideas with these key terms in proper

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			120702 120699	**Biology A Unit 12 Assignments:** Discussion: Transgenic Organisms Discussion: Bioethical Issues with Genetic Modifications In the discussions, students will analyze texts regarding two different issues involving genetic engineering. They will present their argument for or against these issues with their peers.
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	345353 345355 345762	**Biology A Unit 1 The Nature of Science** Research Methods Citing Sources **Unit 12: Genetic Engineering** The Human Genome Project and Ethical Issues Students will understand how research should be performed, how to use databases, the structure of a formal research paper, and how to cite sources. They will also understand how to create an objective argument whether they agree with an issue or not.		
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning			120702 120699	**Biology A Unit 12 Assignments:** Discussion: Transgenic Organisms Discussion: Bioethical Issues with Genetic Modifications In the discussions, students will analyze texts regarding two different issues involving genetic engineering. They will present their argument for or against these issues with their peers.

LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning				**Biology A Unit 11 Assignments:** Discussion: Observations and Inferences **Unit 12 Genetic Engineering Assignments:** Required Chat: Impact of Environmental Factors on Health Discussion: Transgenic Organisms Paper: Human Genome Project and Ethics
				120701	**Biology B Unit 1 Assignments:**
				120741	Required Chat: Human Impacts on the Ecosystem
				120743	**Unit 3 Assignment:**
				118547	Paper: Disease Research Paper Part 1
				118478	Unit 5 Assignment:
				118539	Paper: Disease Research Paper Part 2
				118549	**Unit 9 Assignment:**

Documentation of Alignment
Advanced Academics: Chemistry A & B

Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
STANDARDS (53)					
SC.912.L.18.12:	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.		**Chemistry A Unit 8: Chemical Masses** Percent Composition and Solution Concentration Text-based lesson. Students will examine the different physical properties of water and how they contribute to the survival of organisms on Earth.		**Unit 8 Assignment:** Test: Chemical Masses Summative, multiple choice assessment. Students will answer questions determining the property of water that sustains life on Earth.
		346163		118660	
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: 1. pose questions about the natural world, Remarks/Examples: articulate the purpose of the investigation and identify the relevant scientific concepts.		**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students learn how to form a question or purpose for an experiment.		**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will create a question or purpose for the experiment.
		346051		118603	
	2. conduct systematic observations, Remarks/Examples: Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines.		**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will conduct an experiment on factors affecting the boiling point of water.		**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will conduct an experiment on factors affecting the boiling point of water.
		346051		118603	
	3. examine books and other sources of information to see what is already known,		**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will observe a table which describes how scientists use resources to see what prior research and knowledge has been gained on what they are testing.		**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will answer a prelab question by researching sources of information that have already established the boiling point of water.
		351847		118603	
	4. review what is known in light of empirical evidence, Remarks/Examples: Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models.		**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand that they must sometimes perform research from information sources, to find what is already known about an explanation for a phenomena that has been supported by repeated experimentation.		**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will need to perform research from information sources, to find what is already known about the boiling point of water.
		346051		118603	

	5. plan investigations, Remarks/Examples: Design and evaluate a scientific investigation.		**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand that they need to create a procedure for an experiment	346051	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will perform the experiment according to the procedure in the lab lesson.
	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), Remarks/Examples: Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage.	346051	that can be reproduced by other scientists. **Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand the different tools they can use to organize, gather, convey, and interpret the significance of different sets of data and observations obtained during experimentation.	118603 118603	**Unit 1 Assignment:** **Lab Report: The Scientific Method** Hands-on lab report. Students will complete a graph using the data they acquire during experimentation.
	7. pose answers, explanations, or descriptions of events,	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand how scientists first propose answers and explanations derived from observations and previous experimentation.	118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will form a hypothesis for what they expect to find in this experiment.
	8. generate explanations that explicate or describe natural phenomena (inferences),	346084	**Chemistry A Unit 3: Measurement and Chemical Calculations** Lab: Percent and Theoretical Yield Hands-on lab lesson. Students will learn why actual and expected experimental results are usually different in a laboratory setting.	118619	**Unit 3 Assignment:** Lab Report: Percent and Theoretical Yield Hands-on lab report. Students will explain the factors that caused their actual and expected experimental results to be different.
	9. use appropriate evidence and reasoning to justify these explanations to others,	346164	**Chemistry A Unit 8: Chemical Masses** Lab: Dilutions Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127	**Unit 8 Assignment:** Discussion: Dilutions Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers.
	10. communicate results of scientific investigations, and	346726	**Chemistry A Unit 8: Chemical Masses** Lab: Solubility Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127	**Unit 8 Assignment:** Discussion: Solubility Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers.
	11. evaluate the merits of the explanations produced by others.	346164	**Chemistry A Unit 8: Chemical Masses** Lab: Dilutions Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127	**Unit 8 Assignment:** Discussion: Dilutions Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers, and critique the explanations of fellow students in a respectful manner.
	* Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science For Students in Grades 9-10				

	LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descr				
SC.912.N.4.1:	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.		**Chemistry A Unit 1: The Study of Chemistry** Effects of Science on Everyday Life Text-based lesson, slideshow, and interactive quiz. Students will understand how society and government policies are made based on knowledge gained after the occurrence of a natural disaster. They will observe how policies changed by clicking through a presentation and will take a practice quiz assessing their knowledge of how policies were formed after the event.		**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining how science helps society make decisions and governments set policies, and procedures in different scenarios.
SC.912.N.1.2:	Describe and explain what characterizes science and its methods.	345046 346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based and hands-on lab lesson. Students will learn the definition of science and investigate the methods scientists use to explain naturally occurring phenomena.	118396 118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will use the scientific method to acquire scientific method showing the boiling point of water and explain any deviations.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn to identify questions that can and cannot be answered using the scientific method. They will learn how to distinguish between science and pseudosciences, such as religion, opinions, and philosophy.	118936	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions determining whether a scenario, or topic of study, is an example of science or pseudoscience. Students must also identify whether an observation or question can or cannot be answered by scientific means.
SC.912.N.3.2:	Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lesson. Students will analyze the development of atomic theory and how ideas built upon one another from the times of the ancient Greeks to present.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple choice assessment. Students will answer questions describing how atomic theory developed from the times of Ancient Greece to present.
SC.912.N.3.3:	Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based lesson. Students will understand how scientific laws are developed by scientists through experimentation and investigations, and are recognized to be true throughout the universe, though do not explain natural phenomona.		**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining the limitations of what scientific laws can explain regarding natural phenomena, and that they are universally recognized.

SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn how to identify whether sources of information and scientific studies are reliable and when they may contain bias. They will also learn how to determine the validity of experimental data and scientific claims.		**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions determining whether a source of information or a set of experimental data is reliable in different scenarios. Students will also assess whether a source of information is valid or contains bias in the questions.
SC.912.N.2.4:	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that scientific knowledge can change as new ideas, technology, and developments are created by scientists, building upon previous knowledge. This also enables scientists to strengthen or further support existing theories and laws.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answers questions containing examples and scenarios where scientific knowledge changed or could change with the development of new technology, idea, and advancements in the different fields of science.
SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based lesson. Students will read that scientific experiments, when repeated by other scientists any where else in the world, should yield the same results in order for the results to be valid.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions showing that they understand that, for scientific results to be recognized as valid, the results should be repeatable by scientists any where in the world.
SC.912.N.2.5:	Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.	346053	**Chemistry A Unit 1: The Study of Chemistry** Branches of Chemistry Text-based lesson. Students will investigate the different fields of science and what scientists study in them. Students will also understand that, in order to completely understand a natural phenomena, it takes several scientists from different fields working together and gathering evidence to explain why an event occurs.	118604 118396	**Unit 1 Assignment:** Paper: Branches of Chemistry Test: The Study of Chemistry Research paper and summative, multiple choice assessment. In the paper, students will research a career involved in chemistry and explain what backgrounds a person needs to practice in that career. In the assessment, students will answer questions describing instances in which scientists from several fields of science would have to come together to fully explain a natural phenomena or event.
SC.912.N.3.5:	Describe the function of models in science, and identify the wide range of models used in science.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lesson including figures and multimedia. Students will identify the different models used during scientific investigations, and how they represent atoms, and in what situations these models should be used. Students will also see how models organize data.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple choice assessment. Students will identify different types of models representing atoms and molecules, and answer questions explaining when using these models are appropriate. Students will also explain how models can help develop theories as in the case of the atomic theory.

SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will learn the definition of an observation and inference, and will analyze examples of each. They will also learn how to distinguish between the two.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions where they provide inferences for a given observation.
SC.912.N.1.7:	Recognize the role of creativity in constructing scientific questions, methods and explanations.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that creativity plays a pivotal role in the furthering of scientific knowledge.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions explaining why scientists must be creative in forming new scientific ideas.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.	345714	**Chemistry B Unit 3: Chemical Thermodynamics** Laws of Thermodynamics Text-based lesson. Students will read about energy and how it can transform from one form to another, but cannot be created nor destroyed.	118494	**Unit 3 Assignment:** Test: Chemical Thermodynamics Summative, multiple choice assessment. Students will answer questions determining what forms of energy transformed into another, and identify the different forms of energy that exist.
SC.912.P.8.1:	Differentiate among the four states of matter.	346060	**Chemistry A Unit 2: Matter and Energy** States of Matter and Physical and Chemical Changes Text-based lesson including diagrams. Students will learn the characteristics of each state of matter and learn how to differentiate between each.	118605	**Unit 2 Assignment:** Test: Mater and Energy Summative, multiple choice assessment. Students will answer questions by using the characteristics learned in the lesson. They will determine what state of matter a substance is in using these characteristics.
SC.912.P.8.2:	Differentiate between physical and chemical properties and physical and chemical changes of matter.	346058	**Chemistry A Unit 2: Matter and Energy** Matter and Its Properties Text-based lesson. Students will learn the difference between physical and chemical properties and chances of substances.	118605	**Unit 2 Assignment:** Test: Mater and Energy Summative, multiple choice assessment. Students will answer questions explaining whether a chemical or physical change in the state of matter has taken place and identify chemical and physical characteristics of substances.
SC.912.P.8.3:	Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lessons including figures and diagrams. Students learn how the atomic model progressed over time and became increasingly accurate due to the contributions of multiple physicists. Students will also learn the structure, composition, and behavior of atoms and study how those different components interact with each other.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple chioce assessments. Students will answer questions describing the historic development of modern atomic theory. They will also identify the scientists and models they created that contributed to its development. Student also address the charges and masses of subatomic particles. They will also identify the location and number of subatomic particles in different elements.

SC.912.P.8.4:	Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.	346095	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Structure Text-based lessons including figures and diagrams. Students learn about protons, neutrons, and electrons in terms of their mass, location within the atom, and electrical charges. Students also learn the definition of an amu and the mass of each subatomic particle using these units.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple chioce assessments. Students will answer questions describing subatomic particles, and identifying their mass, location in an atom, other subatomic particles such as quarks, and their individual charges.
SC.912.P.8.5:	Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.	346099	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Organizing the Elements Part 2 Text-based lesson including interactive diagram of the periodic table. Students will investigate how the properties of atoms, including their atomic number and electronic arrangement, determine their position on the periodic table.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple chioce assessments. Students will answer questions using the periodic table that relates properties of groups, rows, and individual elements to their location on the periodic table. Students will also determine the electronic arrangement of elements according to their position on the periodic table.
SC.912.P.10.5:	Relate temperature to the average molecular kinetic energy.	346075	**Chemistry A Unit 3: Measurement and Chemical Calculation** The International System of Units Text-based lesson. Students will understand the relationship between temperature and average kinetic energy.	118614	**Unit 3 Assignment:** Test: Measurement and Chemical Calculation Summative, multiple choice assessment. Students will answer questions showing they understand the relationship between average kinetic energy and temperature involving different forms of heat and energy transformations.
SC.912.P.8.6:	Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der Waals forces.	345547	**Chemical B Unit 1: Chemical Bonding** Introduction to Chemical Bonding Text-based lesson including diagrams and figures. Students will gain and understanding of the intramolecular and intermolecular bonding forces that hold molecules and compounds together.	118456	**Unit 1 Assignment:** Test: Chemical Bonding Summative, multiple choice assessment. Students will answer questions determining whether bonds are intermolecular or intramolecular, the strength of the bond, and the type of bonds involved in holding together the atoms of different molecules.
SC.912.P.10.6:	Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.	345726	**Chemical B Unit 3: Chemical Thermodynamics** Heat Capacity and Enthalpy Text-based lesson with tables, equations, practice questions, and diagrams. Students will learn that chemical reactions can be graphically represented using potential energy diagrams to describe whether an exothermic or endothermic reaction has occurred, will create a diagram in the practice questions, and learn how to interpret what type of reaction occurred by looking at a potential energy diagram.	118496	**Unit 3 Assignment:** Assignment: Chemical Thermodynamics Formative, multiple choice assessment. Students will use a table containing the standard enthalpy change of formations of different chemical compounds to interpret potential energy diagrams.

SC.912.P.8.7:	Interpret formula representations of molecules and compounds in terms of composition and structure.	346128	**Chemistry B Unit 5: Ions and Ionic Compounds**	118635	**Unit 5 Assignment:**
		346132	Writing Formulas for Binary Compounds	118649	Test: Ions and Ionic Compounds
		346135	Naming Binary Ionic Compounds		**Unit 6 Assignment:**
		346140	Ternary Ionic Compounds		Test: Molecular Compounds, Acids, and Bases
		346142	**Unit 6: Molecular compounds, Acids, and Bases** Naming Binary Molecular Compounds Writing Formulas for Binary Molecular Compounds Text-based lessons including figures, diagrams, and practice problems. Students learn how to determine and write ionic and molecular formulas for compounds and molecules. Students also learn to identify the bonds and atoms contained in each based on bond characteristics.		Summative, multiple choice assessments. Students answer questions interpreting the name or formula for a given molecular or ionic compound. Students also identify the bond structure based on characteristics learned in previous material.
SC.912.P.10.7:	Distinguish between endothermic and exothermic chemical processes.	345726	**Chemistry B Unit 3: Chemical Thermodynamics** Heat Capacity and Enthalpy Text-based lesson. Students will learn how to determine whether a chemical reaction is exdothermic or endothermic, both qualitatively and quantitatively.	118494	**Unit 3 Assignment:** Test: Chemica l Thermodynamics Summative, multiple choice assessment. Students answer questions differentiating between exothermic and endothermic reactions using qualitative and quantitative analyses.
SC.912.P.8.8:	Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.	346174	**Chemistry A Unit 9: Chemical Equations**	118666	**Chemistry A Unit 9 Assignment:**
		346181	Chemical Reactions	118504	Test: Chemical Equations
		345780	Types of Reactions		**Chemistry B Unit 4 Assignment:**
		345794	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry** Redox Reactions Acid-Base Theory Text-based lessons including practice problems. Students will understand the different types of chemical reactions and how to identify what reactions have occurred based on balanced chemical equations.		Test: Chemical Kinetics and Electrochemistry Summative, multiple choice assessments. Students answer questions that determine the type of reaction that has occurred after balancing chemical equations and using characteristics of each type of reaction learned from the material.
SC.912.P.8.9:	Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions.	346153	**Chemistry A Unit 7: The Mole Concept** The Mole Text-based lesson including practice problems. Students will learn the definition of a mole and understand that the law of conservation of mass applies when calculating the moles of products and reactants formed during chemical reactions.	118655	**Unit 7 Assignment**: Test: The Mole Concept Summative, multiple choice assessment. Students will calculate moles, convert from grams to moles, and determine molar volumes of compounds involved in chemical reactions while applying the law of conservation of mass in their calculations.

SC.912.P.10.9:	Describe the quantization of energy at the atomic level.	345626	**Chemical B Unit 1: Chemical Bonding** Electron Configuration Text-based lesson including figures, diagrams, and practice problems. Students will understand how electrons occupy and move from orbital to orbital based on their energy state, and understand how to apply Planck's constant.	118456 **Unit 1 Assignment:** Test: Chemical Bonding Summative, multiple choice assessment. Students will answer questions describing the energy of an electron in a given orbital and calculate the energy of a photon using derivations of Planck's equation.
SC.912.P.12.10:	Interpret the behavior of ideal gases in terms of kinetic molecular theory.	345174 345742	**Chemical B Unit 3: Chemical Thermodynamics** Laws of Thermodynamics Gas Laws Text-based lessons including practice problems. Students will understand how to explain gas laws according the the kinetic molecular theory. Students will also learn how to calculate the pressure, volume, and temperature of gases using the ideal gas law equation.	118494 **Unit 3 Assignment:** Test: Chemica l Thermodynamics Summative, multiple choice assessment. Students answer questions explaining gas laws according to the kinetic molecular theory and calculate the pressure, temperature, volume, and partial pressure of different gases.
SC.912.P.12.11:	Describe phase transitions in terms of kinetic molecular theory.	346060	**Chemistry A Unit 2: Matter and Energy** States of Matter and Physical and Chemical Changes Text-based lesson. Students will learn how the kinetic molecular theory describes the characteristics of the states of matter. They will learn to apply this theory to changes in the states of matter.	118605 **Unit 2 Assignment:** Test: Matter and Energy Summative, multiple choice assessment. Students will describe changes in the states of matter using the kinetic molecular theory and answer questions showing they understand the basic assumptions of the theory.
SC.912.P.8.11:	Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.	345801 345816	**Chemistry B Unit 5: pH and Buffering** pH and pOH Lab: pH Text-based lesson including practice problems, and a hands-on lab lesson. Students will learn the properties and characteristics of acids and bases. They will also determine whether a substance is an acid, base, and/or salt by whether hydronium or hydroxyl ions are present, and by pH levels and learn how to calculate these values.	**Unit 5 Assignments:** Lab Report: pH Test: pH and Buffering Summative, multiple choice assessment and hands-on lab report. Students will answers questions identifying the acidity or basicity of a substance based on hydronium and hydroxyl concentrations, whether these were produced, and by analyzing pH levels of a substance. Students will also calculate the concentrations of hydroxyl and hydronium. Students also complete a hands-on lab using a pH indicator to determine if common substances are acidic or basic based on a color change.
SC.912.P.10.12:	Differentiate between chemical and nuclear reactions.	345845	**Chemistry B Unit 7: Nuclear and Environmental Chemistry** Nuclear Fusion and Fission Text-based lesson. Students will learn the difference in energy and processes involved in chemical and nuclear reactions.	118533 **Unit 7 Assignment:** Test: Nuclear and Environmental Chemistry Summative, multiple choice assessment. Students answer questions differentiating between the atoms, energy, processes, and characteristics of chemical and nuclear reactions.

SC.912.P.12.12:	Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.	345754	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry** Introduction to Kinetics and Electrochemistry Text-based lesson including practice problems. Students learn the factors that can increase or decrease a chemical reaction.	118504 **Unit 4 Assignment:** Test: Chemical Kinetics and Electrochemistry Students will answer questions that explain which and how a factor affected the rate of a chemical reaction.
SC.912.P.12.13:	Explain the concept of dynamic equilibrium in terms of reversible processes occurring at the same rates.	345754	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry** Introduction to Kinetics and Electrochemistry Text-based lesson including graphs, diagrams, and practice problems. Students read text and analyze graphs explaining that chemical reactions do not always go to completion, and when reactants and products are in chemical equilibrium. They also learn how to determine if a reaction is reversible or irreversible.	118504 **Unit 4 Assignment:** Test: Chemical Kinetics and Electrochemistry Summative, multiple choice assessment. Students answer questions determining if a reaction is reversible or irreversible, and what factors contributed to this.
SC.912.P.10.18:	Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.	345626	**Chemistry B Unit 1: Chemical Bonding** Electron Configuration Text-based lesson with diagrams and practice questions. Students read text and examine diagrams relating the part of the electromagnetic spectrum to wavelength, frequency, visible and nonvisible waves, and describing how waves are applied in a real world setting.	120706 **Unit 1 Assignments:** 118456 Lab Report: The Photoelectric Effect Test: Chemical Bonding Virtual lab activity and summative, multiple choice assessment. In the virtual lab, students will complete an activity where they identify an element based on the light color produced when a metal emits a photon when it is exposed to a certain frequency of light. In the test, students will answer questions relating different portions of the electromagnetic spectrum based on wavelengths, frequencies, and energies at which metals emit photons.
MACC.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.			
MACC.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.			
MACC.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.			

LACC.1112.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Paper: Carbon-14 Dating Text-based lesson. Students will analyze a scientific text over cite evidence from several texts to create a short response and a research paper.	**Unit 4 Assignment:** Paper: Carbon-14 Dating
LACC.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.		
LACC.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.		
LACC.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.		
LACC.1112.RST.4.10:	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.		
LACC.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).		
LACC.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.		

Documentation of Alignment
Advanced Academics: Chemistry A & B

Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
STANDARDS (53)					
SC.912.L.18.12:	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.	346163	**Chemistry A Unit 8: Chemical Masses** Percent Composition and Solution Concentration Text-based lesson. Students will examine the different physical properties of water and how they contribute to the survival of organisms on Earth.	118660	**Unit 8 Assignment:** Test: Chemical Masses Summative, multiple choice assessment. Students will answer questions determining the property of water that sustains life on Earth.
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: 1. pose questions about the natural world, Remarks/Examples: articulate the purpose of the investigation and identify the relevant scientific concepts.	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students learn how to form a question or purpose for an experiment.	118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will create a question or purpose for the experiment.
	2. conduct systematic observations, Remarks/Examples: Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines.	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will conduct an experiment on factors affecting the boiling point of water.	118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will conduct an experiment on factors affecting the boiling point of water.
	3. examine books and other sources of information to see what is already known,	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will observe a table which describes how scientists use resources to see what prior research and knowledge has been gained on what they are testing.	118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will answer a prelab question by researching sources of information that have already established the boiling point of water.
	4. review what is known in light of empirical evidence, Remarks/Examples: Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models.	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand that they must sometimes perform research from information sources, to find what is already known about an explanation for a phenomena that has been supported by repeated experimentation.	118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will need to perform research from information sources, to find what is already known about the boiling point of water.

	5. plan investigations, Remarks/Examples: Design and evaluate a scientific investigation.	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand that they need to create a procedure for an experiment that can be reproduced by other scientists.	118603 **Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will perform the experiment according to the procedure in the lab lesson.
	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), Remarks/Examples: Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage.	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand the different tools they can use to organize, gather, convey, and interpret the significance of different sets of data and observations obtained during experimentation.	118603 **Unit 1 Assignment:** **Lab Report: The Scientific Method** Hands-on lab report. Students will complete a graph using the data they acquire during experimentation.
	7. pose answers, explanations, or descriptions of events,	346051	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method Hands-on lab lesson. Students will understand how scientists first propose answers and explanations derived from observations and previous experimentation.	118603 **Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will form a hypothesis for what they expect to find in this experiment.
	8. generate explanations that explicate or describe natural phenomena (inferences),	346084	**Chemistry A Unit 3: Measurement and Chemical Calculations** Lab: Percent and Theoretical Yield Hands-on lab lesson. Students will learn why actual and expected experimental results are usually different in a laboratory setting.	118619 **Unit 3 Assignment:** Lab Report: Percent and Theoretical Yield Hands-on lab report. Students will explain the factors that caused their actual and expected experimental results to be different.
	9. use appropriate evidence and reasoning to justify these explanations to others,	346164	**Chemistry A Unit 8: Chemical Masses** Lab: Dilutions Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127 **Unit 8 Assignment:** Discussion: Dilutions Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers.
	10. communicate results of scientific investigations, and	346726	**Chemistry A Unit 8: Chemical Masses** Lab: Solubility Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127 **Unit 8 Assignment:** Discussion: Solubility Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers.
	11. evaluate the merits of the explanations produced by others.	346164	**Chemistry A Unit 8: Chemical Masses** Lab: Dilutions Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127 **Unit 8 Assignment:** Discussion: Dilutions Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers, and critique the explanations of fellow students in a respectful manner.
	* Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science			

	For Students in Grades 9-10 LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descr			
SC.912.N.4.1:	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	345046	**Chemistry A Unit 1: The Study of Chemistry** Effects of Science on Everyday Life Text-based lesson, slideshow, and interactive quiz. Students will understand how society and government policies are made based on knowledge gained after the occurrence of a natural disaster. They will observe how policies changed by clicking through a presentation and will take a practice quiz assessing their knowledge of how policies were formed after the event.	118396 **Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining how science helps society make decisions and governments set policies, and procedures in different scenarios.
SC.912.N.1.2:	Describe and explain what characterizes science and its methods.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based and hands-on lab lesson. Students will learn the definition of science and investigate the methods scientists use to explain naturally occurring phenomena.	118603 **Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will use the scientific method to acquire scientific method showing the boiling point of water and explain any deviations.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn to identify questions that can and cannot be answered using the scientific method. They will learn how to distinguish between science and pseudosciences, such as religion, opinions, and philosophy.	118936 **Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions determining whether a scenario, or topic of study, is an example of science or pseudoscience. Students must also identify whether an observation or question can or cannot be answered by scientific means.
SC.912.N.3.2:	Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lesson. Students will analyze the development of atomic theory and how ideas built upon one another from the times of the ancient Greeks to present.	118623 **Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple choice assessment. Students will answer questions describing how atomic theory developed from the times of Ancient Greece to present.
SC.912.N.3.3:	Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based lesson. Students will understand how scientific laws are developed by scientists through experimentation and investigations, and are recognized to be true throughout the universe, though do not explain natural phenomona.	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining the limitations of what scientific laws can explain regarding natural phenomena, and that they are universally recognized.

SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn how to identify whether sources of information and scientific studies are reliable and when they may contain bias. They will also learn how to determine the validity of experimental data and scientific claims.		**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions determining whether a source of information or a set of experimental data is reliable in different scenarios. Students will also assess whether a source of information is valid or contains bias in the questions.
SC.912.N.2.4:	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that scientific knowledge can change as new ideas, technology, and developments are created by scientists, building upon previous knowledge. This also enables scientists to strengthen or further support existing theories and laws.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answers questions containing examples and scenarios where scientific knowledge changed or could change with the development of new technology, idea, and advancements in the different fields of science.
SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based lesson. Students will read that scientific experiments, when repeated by other scientists any where else in the world, should yield the same results in order for the results to be valid.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions showing that they understand that, for scientific results to be recognized as valid, the results should be repeatable by scientists any where in the world.
SC.912.N.2.5:	Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.	346053	**Chemistry A Unit 1: The Study of Chemistry** Branches of Chemistry Text-based lesson. Students will investigate the different fields of science and what scientists study in them. Students will also understand that, in order to completely understand a natural phenomena, it takes several scientists from different fields working together and gathering evidence to explain why an event occurs.	118604 118396	**Unit 1 Assignment:** Paper: Branches of Chemistry Test: The Study of Chemistry Research paper and summative, multiple choice assessment. In the paper, students will research a career involved in chemistry and explain what backgrounds a person needs to practice in that career. In the assessment, students will answer questions describing instances in which scientists from several fields of science would have to come together to fully explain a natural phenomena or event.

SC.912.N.3.5:	Describe the function of models in science, and identify the wide range of models used in science.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lesson including figures and multimedia. Students will identify the different models used during scientific investigations, and how they represent atoms, and in what situations these models should be used. Students will also see how models organize data.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple choice assessment. Students will identify different types of models representing atoms and molecules, and answer questions explaining when using these models are appropriate. Students will also explain how models can help develop theories as in the case of the atomic theory.
SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will learn the definition of an observation and inference, and will analyze examples of each. They will also learn how to distinguish between the two.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions where they provide inferences for a given observation.
SC.912.N.1.7:	Recognize the role of creativity in constructing scientific questions, methods and explanations.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that creativity plays a pivotal role in the furthering of scientific knowledge.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions explaining why scientists must be creative in forming new scientific ideas.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.	345714	**Chemistry B Unit 3: Chemical Thermodynamics** Laws of Thermodynamics Text-based lesson. Students will read about energy and how it can transform from one form to another, but cannot be created nor destroyed.	118494	**Unit 3 Assignment:** Test: Chemical Thermodynamics Summative, multiple choice assessment. Students will answer questions determining what forms of energy transformed into another, and identify the different forms of energy that exist.
SC.912.P.8.1:	Differentiate among the four states of matter.	346060	**Chemistry A Unit 2: Matter and Energy** States of Matter and Physical and Chemical Changes Text-based lesson including diagrams. Students will learn the characteristics of each state of matter and learn how to differentiate between each.	118605	**Unit 2 Assignment:** Test: Mater and Energy Summative, multiple choice assessment. Students will answer questions by using the characteristics learned in the lesson. They will determine what state of matter a substance is in using these characteristics.
SC.912.P.8.2:	Differentiate between physical and chemical properties and physical and chemical changes of matter.	346058	**Chemistry A Unit 2: Matter and Energy** Matter and Its Properties Text-based lesson. Students will learn the difference between physical and chemical properties and chances of substances.	118605	**Unit 2 Assignment:** Test: Mater and Energy Summative, multiple choice assessment. Students will answer questions explaining whether a chemical or physical change in the state of matter has taken place and identify chemical and physical characteristics of substances.

SC.912.P.8.3:	Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lessons including figures and diagrams. Students learn how the atomic model progressed over time and became increasingly accurate due to the contributions of multiple physicists. Students will also learn the structure, composition, and behavior of atoms and study how those different components interact with each other.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple chioce assessments. Students will answer questions describing the historic development of modern atomic theory. They will also identify the scientists and models they created that contributed to its development. Student also address the charges and masses of subatomic particles. They will also identify the location and number of subatomic particles in different elements.
SC.912.P.8.4:	Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.	346095	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Structure Text-based lessons including figures and diagrams. Students learn about protons, neutrons, and electrons in terms of their mass, location within the atom, and electrical charges. Students also learn the definition of an amu and the mass of each subatomic particle using these units.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple chioce assessments. Students will answer questions describing subatomic particles, and identifying their mass, location in an atom, other subatomic particles such as quarks, and their individual charges.
SC.912.P.8.5:	Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.	346099	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Organizing the Elements Part 2 Text-based lesson including interactive diagram of the periodic table. Students will investigate how the properties of atoms, including their atomic number and electronic arrangement, determine their position on the periodic table.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple chioce assessments. Students will answer questions using the periodic table that relates properties of groups, rows, and individual elements to their location on the periodic table. Students will also determine the electronic arrangement of elements according to their position on the periodic table.
SC.912.P.10.5:	Relate temperature to the average molecular kinetic energy.	346075	**Chemistry A Unit 3: Measurement and Chemical Calculation** The International System of Units Text-based lesson. Students will understand the relationship between temperature and average kinetic energy.	118614	**Unit 3 Assignment:** Test: Measurement and Chemical Calculation Summative, multiple choice assessment. Students will answer questions showing they understand the relationship between average kinetic energy and temperature involving different forms of heat and energy transformations.
SC.912.P.8.6:	Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der Waals forces.	345547	**Chemical B Unit 1: Chemical Bonding** Introduction to Chemical Bonding Text-based lesson including diagrams and figures. Students will gain and understanding of the intramolecular and intermolecular bonding forces that hold molecules and compounds together.	118456	**Unit 1 Assignment:** Test: Chemical Bonding Summative, multiple choice assessment. Students will answer questions determining whether bonds are intermolecular or intramolecular, the strength of the bond, and the type of bonds involved in holding together the atoms of different molecules.

SC.912.P.10.6:	Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.	345726	**Chemical B Unit 3: Chemical Thermodynamics** Heat Capacity and Enthalpy Text-based lesson with tables, equations, practice questions, and diagrams. Students will learn that chemical reactions can be graphically represented using potential energy diagrams to describe whether an exothermic or endothermic reaction has occurred, will create a diagram in the practice questions, and learn how to interpret what type of reaction occurred by looking at a potential energy diagram.	118496	**Unit 3 Assignment:** Assignment: Chemical Thermodynamics Formative, multiple choice assessment. Students will use a table containing the standard enthalpy change of formations of different chemical compounds to interpret potential energy diagrams.
SC.912.P.8.7:	Interpret formula representations of molecules and compounds in terms of composition and structure.	346128 346132 346135 346140 346142	**Chemistry B Unit 5: Ions and Ionic Compounds** Writing Formulas for Binary Compounds Naming Binary Ionic Compounds Ternary Ionic Compounds **Unit 6: Molecular compounds, Acids, and Bases** Naming Binary Molecular Compounds Writing Formulas for Binary Molecular Compounds Text-based lessons including figures, diagrams, and practice problems. Students learn how to determine and write ionic and molecular formulas for compounds and molecules. Students also learn to identify the bonds and atoms contained in each based on bond characteristics.	118635 118649	**Unit 5 Assignment:** Test: Ions and Ionic Compounds **Unit 6 Assignment:** Test: Molecular Compounds, Acids, and Bases Summative, multiple choice assessments. Students answer questions interpreting the name or formula for a given molecular or ionic compound. Students also identify the bond structure based on characteristics learned in previous material.
SC.912.P.10.7:	Distinguish between endothermic and exothermic chemical processes.	345726	**Chemistry B Unit 3: Chemical Thermodynamics** Heat Capacity and Enthalpy Text-based lesson. Students will learn how to determine whether a chemical reaction is exdothermic or endothermic, both qualitatively and quantitatively.	118494	**Unit 3 Assignment:** Test: Chemica l Thermodynamics Summative, multiple choice assessment. Students answer questions differentiating between exothermic and endothermic reactions using qualitative and quantitative analyses.

SC.912.P.8.8:	Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.	346174	**Chemistry A Unit 9: Chemical Equations**	118666	**Chemistry A Unit 9 Assignment:**
		346181	Chemical Reactions	118504	Test: Chemical Equations
		345780	Types of Reactions		**Chemistry B Unit 4 Assignment:**
		345794	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry**		Test: Chemical Kinetics and Electrochemistry
			Redox Reactions		Summative, multiple choice assessments. Students answer questions that determine the type of reaction that has occurred after balancing chemical equations and using characteristics of each type of reaction learned from the material.
			Acid-Base Theory		
			Text-based lessons including practice problems. Students will understand the different types of chemical reactions and how to identify what reactions have occurred based on balanced chemical equations.		
SC.912.P.8.9:	Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions.	346153	**Chemistry A Unit 7: The Mole Concept**	118655	**Unit 7 Assignment**:
			The Mole		Test: The Mole Concept
			Text-based lesson including practice problems. Students will learn the definition of a mole and understand that the law of conservation of mass applies when calculating the moles of products and reactants formed during chemical reactions.		Summative, multiple choice assessment. Students will calculate moles, convert from grams to moles, and determine molar volumes of compounds involved in chemical reactions while applying the law of conservation of mass in their calculations.
SC.912.P.10.9:	Describe the quantization of energy at the atomic level.	345626	**Chemical B Unit 1: Chemical Bonding**	118456	**Unit 1 Assignment:**
			Electron Configuration		Test: Chemical Bonding
			Text-based lesson including figures, diagrams, and practice problems. Students will understand how electrons occupy and move from orbital to orbital based on their energy state, and understand how to apply Planck's constant.		Summative, multiple choice assessment. Students will answer questions describing the energy of an electron in a given orbital and calculate the energy of a photon using derivations of Planck's equation.
SC.912.P.12.10:	Interpret the behavior of ideal gases in terms of kinetic molecular theory.	345174	**Chemical B Unit 3: Chemical Thermodynamics**	118494	**Unit 3 Assignment:**
		345742	Laws of Thermodynamics		Test: Chemica l Thermodynamics
			Gas Laws		Summative, multiple choice assessment. Students answer questions explaining gas laws according to the kinetic molecular theory and calculate the pressure, temperature, volume, and partial pressure of different gases.
			Text-based lessons including practice problems. Students will understand how to explain gas laws according the the kinetic molecular theory. Students will also learn how to calculate the pressure, volume, and temperature of gases using the ideal gas law equation.		

SC.912.P.12.11:	Describe phase transitions in terms of kinetic molecular theory.	346060	**Chemistry A Unit 2: Matter and Energy**	118605	**Unit 2 Assignment:**
			States of Matter and Physical and Chemical Changes		Test: Matter and Energy
			Text-based lesson. Students will learn how the kinetic molecular theory describes the characteristics of the states of matter. They will learn to apply this theory to changes in the states of matter.		Summative, multiple choice assessment. Students will describe changes in the states of matter using the kinetic molecular theory and answer questions showing they understand the basic assumptions of the theory.
SC.912.P.8.11:	Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.	345801	**Chemistry B Unit 5: pH and Buffering**		**Unit 5 Assignments:**
		345816	pH and pOH		Lab Report: pH
			Lab: pH		Test: pH and Buffering
			Text-based lesson including practice problems, and a hands-on lab lesson. Students will learn the properties and characteristics of acids and bases. They will also determine whether a substance is an acid, base, and/or salt by whether hydronium or hydroxyl ions are present, and by pH levels and learn how to calculate these values.		Summative, multiple choice assessment and hands-on lab report. Students will answers questions identifying the acidity or basicity of a substance based on hydronium and hydroxyl concentrations, whether these were produced, and by analyzing pH levels of a substance. Students will also calculate the concentrations of hydroxyl and hydronium. Students also complete a hands-on lab using a pH indicator to determine if common substances are acidic or basic based on a color change.
SC.912.P.10.12:	Differentiate between chemical and nuclear reactions.	345845	**Chemistry B Unit 7: Nuclear and Environmental Chemistry**	118533	**Unit 7 Assignment:**
			Nuclear Fusion and Fission		Test: Nuclear and Environmental Chemistry
			Text-based lesson. Students will learn the difference in energy and processes involved in chemical and nuclear reactions.		Summative, multiple choice assessment. Students answer questions differentiating between the atoms, energy, processes, and characteristics of chemical and nuclear reactions.
SC.912.P.12.12:	Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.	345754	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry**	118504	**Unit 4 Assignment:**
			Introduction to Kinetics and Electrochemistry		Test: Chemical Kinetics and Electrochemistry
			Text-based lesson including practice problems. Students learn the factors that can increase or decrease a chemical reaction.		Students will answer questions that explain which and how a factor affected the rate of a chemical reaction.
SC.912.P.12.13:	Explain the concept of dynamic equilibrium in terms of reversible processes occurring at the same rates.	345754	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry**	118504	**Unit 4 Assignment:**
			Introduction to Kinetics and Electrochemistry		Test: Chemical Kinetics and Electrochemistry
			Text-based lesson including graphs, diagrams, and practice problems. Students read text and analyze graphs explaining that chemical reactions do not always go to completion, and when reactants and products are in chemical equilibrium. They also learn how to determine if a reaction is reversible or irreversible.		Summative, multiple choice assessment. Students answer questions determining if a reaction is reversible or irreversible, and what factors contributed to this.

SC.912.P.10.18:	Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.	345626	**Chemistry B Unit 1: Chemical Bonding** Electron Configuration Text-based lesson with diagrams and practice questions. Students read text and examine diagrams relating the part of the electromagnetic spectrum to wavelength, frequency, visible and nonvisible waves, and describing how waves are applied in a real world setting.	120706 118456	**Unit 1 Assignments:** Lab Report: The Photoelectric Effect Test: Chemical Bonding Virtual lab activity and summative, multiple choice assessment. In the virtual lab, students will complete an activity where they identify an element based on the light color produced when a metal emits a photon when it is exposed to a certain frequency of light. In the test, students will answer questions relating different portions of the electromagnetic spectrum based on wavelengths, frequencies, and energies at which metals emit photons.
MACC.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.				
MACC.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.				
MACC.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.				
LACC.1112.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.		**Chemistry A Unit 4: Atomic Models and the Periodic Table** Paper: Carbon-14 Dating Text-based lesson. Students will analyze a scientific text over cite evidence from several texts to create a short response and a research paper.		**Unit 4 Assignment:** Paper: Carbon-14 Dating
LACC.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.				
LACC.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.				
LACC.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.				
LACC.1112.RST.4.10:	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.				
LACC.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				
	a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).				
LACC.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.				

Documentation of Alignment

Advanced Academics: Chemistry A & B

Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Body of Knowledge: Physical Science					
	Standard 10: Energy				
SC.912.L.18.1:	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.	345869 345875	**Chemistry B Unit 8: Biochemistry and Analytical Techniques** Biochemistry: The Chemistry of Life Biochemistry: Proteins, Fats, and Sugars Text-based lesson including figures. Students will read text and observe images that describe fats, lipids, nucleic acids, and proteins, and their structures, functions, and where they are found in a cell.	118541	**Unit 8 Assignment:** Test: Biochemistry and Chemical Instrumentation Summative, multiple choice assessment. Students will answer questions identifying the four different macromolecules based on their descriptions from the material.
SC.912.L.18.2:	Describe the important structural characteristics of monosaccharides, disaccharides, and polysaccharides and explain the functions of carbohydrates in living things.	345875	**Chemistry B Unit 8: Biochemistry and Analytical Techniques** Biochemistry: Proteins, Fats, and Sugars Text-based lesson. Students will understand how to differentiate between sugars and carbohydrates based on their molecular structure. Students will also learn the importance of carbohydrates and how organisms use them as an energy source.	118541	**Unit 8 Assignment:** Test: Biochemistry and Chemical Instrumentation Summative, multiple choice assessment. Students will answer questions identifying carbohydrates based on their structural composition, and which types are used by different living things for energy.
SC.912.L.18.3:	Describe the structures of fatty acids, triglycerides, phospholipids, and steroids. Explain the functions of lipids in living organisms. Identify some reactions that fatty acids undergo. Relate the structure and function of cell membranes.	345875	**Chemistry B Unit 8: Biochemistry and Analytical Techniques** Biochemistry: Proteins, Fats, and Sugars Text-based lesson. Students will learn the structures of the different lipid types and be able to identify them. Students will also understand the functions of lipids in organisms, and be able to relate their structures to their functions.	118541	**Unit 8 Assignment:** Test: Biochemistry and Chemical Instrumentation Summative, multiple choice assessment. Students will answer questions identifying the different lipids by structure, function, and characteristics. They will also answer questions describing how the function and structure of lipids relate to one another.
SC.912.L.18.4:	Describe the structures of proteins and amino acids. Explain the functions of proteins in living organisms. Identify some reactions that amino acids undergo. Relate the structure and function of enzymes.	345869 345875	**Chemistry B Unit 8: Biochemistry and Analytical Techniques** Biochemistry: The Chemistry of Life Biochemistry: Proteins, Fats, and Sugars Students will learn about enzymes, their characteristics, and function in the human body. They will understand that enzymes are proteins, and how amino acid sequence is responsible for the function of the protein.	118541	**Unit 8 Assignment:** Test: Biochemistry and Chemical Instrumentation Summative, multiple choice assessment. Students will answer questions determining what structure is shown of a protein and how enzymes influence rates of reactions in organisms. They will also describe what how changes in amino acids and other factors can affect protein function.
SC.912.L.18.11:	Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.	346174 345875	**Chemistry A Unit 9: Chemical Equations** Chemical Reactions **Chemistry B Unit 8: Biochemistry and Analytical Techniques** Biochemistry: Proteins, Fats, and Sugars Text-based lessons. Students will learn how enzymes affect the rate of reaction of biological functions and relate this to activation energy. Students will also be able to identify the factors that affect enzyme function.	118541	**Chemistry A Unit 9 Assignment:** Test: Chemical Equations **Chemistry B Unit 8 Assignment:** Test: Biochemistry and Chemical Instrumentation Summative, multiple choice assessments. Students will answer questions that explain how enzymes lower the activation energy of reaction, allowing them to occur quicker. They will also identify the factors that affect enzyme function.
SC.912.L.18.12:	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.	346163	**Chemistry A Unit 8: Chemical Masses** Percent Composition and Solution Concentration Text-based lesson. Students will examine the different physical properties of water and how they contribute to the survival of organisms on Earth.	118660	**Unit 8 Assignment:** Test: Chemical Masses Summative, multiple choice assessment. Students will answer questions determining the property of water that sustains life on Earth.
SC.912.L.17.17:	Assess the effectiveness of innovative methods of protecting the environment.	346144 346164	**Chemistry A Unit 6: Molecular Compounds, Acids, and Bases** Recognizing Common Acids and Bases **Unit 8 Chemical Masses:** Lab: Dilutions Text-based and hands-on laboratory lesson. Students will analyze the methods by which humans are attempting to protect the environment through conservation efforts and government agencies like the EPA.	120708	**Unit 8 Assignment:** Discussion: Environmental Issues and PPM Peer-to-peer, interactive discussion. Students will research a contaminant and explain what environmental issues it causes using the EPA website.
SC.912.L.17.19:	Describe how different natural resources are produced and how their rates of use and renewal limit availability.	345900	**Chemistry B Unit 9: Industrial Processes, Energy and Careers:** Energy and Fossil Fuels Text-based lesson. Students will learn about renewable and nonrenewable resources, the most commonly used energy resource, and alternative forms of energy.	118555	**Unit 9 Assignment:** Test: Industrial Processes, Energy and Careers Summative, multiple choice assessment. Students will answer questions the describe renewable and nonrenewable resources, which are used the most by humans for energy, and what alternative energy forms are availab.e

SC.912.L.17.20:	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	345860	**Chemistry B Unit 7: Nuclear and Environmental Chemistry**	118553	**Unit 7 Assignment:**
		345900	Water Quality and Wastewater Treatment	118555	Test: Nuclear and Environmental Chemistry
			Unit 9: Industrial Processes, Energy and Careers:		**Unit 9 Assignment:**
			Energy and Fossil Fuels		Test: Industrial Processes, Energy and Careers
			Text-based lessons. Students will learn how human activities impact the environment. Students will also understand what humans can do to prevent harm to the environment individually and how to practice a sustainable lifestyle.		Summative, multiple choice assessment. Students will answer questions explaining how certain human activities can harm the environment and what methods humans are practicing to conserve it. Students also answer questions explaining the advantages and disadvantages of certain methods used to decontaminate resources.
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:				
	1. pose questions about the natural world, Remarks/Examples: articulate the purpose of the investigation and identify the relevant scientific concepts.		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Lab: The Scientific Method		Lab Report: The Scientific Method
		346051	Hands-on lab lesson. Students learn how to form a question or purpose for an experiment.	118603	Hands-on lab report. Students will create a question or purpose for the experiment.
	2. conduct systematic observations, Remarks/Examples: Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines.		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Lab: The Scientific Method		Lab Report: The Scientific Method
		346051	Hands-on lab lesson. Students will conduct an experiment on factors affecting the boiling point of water.	118603	Hands-on lab report. Students will conduct an experiment on factors affecting the boiling point of water.
	3. examine books and other sources of information to see what is already known,		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Ways of Knowing		Lab Report: The Scientific Method
		351847	Text-based lesson. Students will observe a table which describes how scientists use resources to see what prior research and knowledge has been gained on what they are testing.	118603	Hands-on lab report. Students will answer a prelab question by researching sources of information that have already established the boiling point of water.
	4. review what is known in light of empirical evidence, Remarks/Examples: Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models.		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Lab: The Scientific Method		Lab Report: The Scientific Method
		346051	Hands-on lab lesson. Students will understand that they must sometimes perform research from information sources, to find what is already known about an explanation for a phenomena that has been supported by repeated experimentation.	118603	Hands-on lab report. Students will need to perform research from information sources, to find what is already known about the boiling point of water.
	5. plan investigations, Remarks/Examples: Design and evaluate a scientific investigation.		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Lab: The Scientific Method		Lab Report: The Scientific Method
		346051	Hands-on lab lesson. Students will understand that they need to create a procedure for an experiment that can be reproduced by other scientists.	118603	Hands-on lab report. Students will perform the experiment according to the procedure in the lab lesson.
	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), Remarks/Examples: Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage.		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Lab: The Scientific Method		**Lab Report: The Scientific Method**
		346051	Hands-on lab lesson. Students will understand the different tools they can use to organize, gather, convey, and interpret the significance of different sets of data and observations obtained during experimentation.	118603	Hands-on lab report. Students will complete a graph using the data they acquire during experimentation.
	7. pose answers, explanations, or descriptions of events,		**Chemistry A Unit 1: The Study of Chemistry**		**Unit 1 Assignment:**
			Lab: The Scientific Method		Lab Report: The Scientific Method
		346051	Hands-on lab lesson. Students will understand how scientists first propose answers and explanations derived from observations and previous experimentation.	118603	Hands-on lab report. Students will form a hypothesis for what they expect to find in this experiment.
	8. generate explanations that explicate or describe natural phenomena (inferences),		**Chemistry A Unit 3: Measurement and Chemical Calculations**		**Unit 3 Assignment:**
			Lab: Percent and Theoretical Yield		Lab Report: Percent and Theoretical Yield
		346084	Hands-on lab lesson. Students will learn why actual and expected experimental results are usually different in a laboratory setting.	118619	Hands-on lab report. Students will explain the factors that caused their actual and expected experimental results to be different.
	9. use appropriate evidence and reasoning to justify these explanations to others,		**Chemistry A Unit 8: Chemical Masses**		**Unit 8 Assignment:**
			Lab: Dilutions		Discussion: Dilutions
		346164	Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127	Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers.
	10. communicate results of scientific investigations, and		**Chemistry A Unit 8: Chemical Masses**		**Unit 8 Assignment:**
			Lab: Solubility		Discussion: Solubility
		346726	Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127	Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers.
	11. evaluate the merits of the explanations produced by others.				**Unit 8 Assignment:**
			Chemistry A Unit 8: Chemical Masses		Discussion: Dilutions
			Lab: Dilutions		Peer-to-peer interactive discussion. Students will justify their experimental results in a discussion, sharing what they found with their peers, and critique the explanations of fellow students in a
		346164	Hands-on lab lesson. Students will learn that they must use experimental evidence and data to explain why a natural phenomena occurs.	120127	respectful manner.
	* Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science				
	For Students in Grades 9-10				
	LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descr				

SC.912.N.2.1:	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).	346051 346093	**Chemistry A Unit 1: The Study of Chemistry** Lab: The Scientific Method **Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lessons. Students will learn about pseudosciences of the past, such as alchemy, and what this was not science. They also understand what is science and how the scientific method is used for scientific evalutions to be valid.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Student will answer questions identifying alchemy as a pseudoscience and will address when an investigation is not scientifically valid.
SC.912.N.3.1:	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand how scientific theories are developed by scientists through experimentation and investigations.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining how scientific theories are formed and determine whether hypotheses in different scenarios can be classified as a theory.
SC.912.N.4.1:	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	345046	**Chemistry A Unit 1: The Study of Chemistry** Effects of Science on Everyday Life Text-based lesson, slideshow, and interactive quiz. Students will understand how society and government policies are made based on knowledge gained after the occurrence of a natural disaster. They will observe how policies changed by clicking through a presentation and will take a practice quiz assessing their knowledge of how policies were formed after the event.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining how science helps society make decisions and governments set policies, and procedures in different scenarios.
SC.912.N.1.2:	Describe and explain what characterizes science and its methods.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based and hands-on lab lesson. Students will learn the definition of science and investigate the methods scientists use to explain naturally occurring phenomena.	118603	**Unit 1 Assignment:** Lab Report: The Scientific Method Hands-on lab report. Students will use the scientific method to acquire scientific method showing the boiling point of water and explain any deviations.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn the importance of peer review, and understand how to determine the difference between science and pseudoscience.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answers questions, determining if science or pseudoscience was used, whether scientists' claims are valid in different scenarios, and show that they understand the importance of peer review.

SC.912.N.3.2:	Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lesson. Students will analyze the development of atomic theory and how ideas built upon one another from the times of the ancient Greeks to present.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple choice assessment. Students will answer questions describing how atomic theory developed from the times of Ancient Greece to present.
SC.912.N.4.2:	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.	345860 345900	**Chemistry B Unit 7: Nuclear and Environmental Chemistry** Water Quality and Wastewater Treatment **Unit 9: Industrial Processes, Energy and Careers** Energy and Fossil Fuels Text-based lessons. Students will gain an understanding of how scientists must consider social, economic, and technological limitations when practicing science and creating products. They will see how scientists do this specifically when practicing environmental conservation and developing new energy sources.	118533 118555	**Unit 7 Assignment:** Test: Nuclear and Environmental Chemistry **Unit 9 Assignment:** Test: Industrial Processes, Energy and Careers Summative, multiple choice assessment. Students will answer questions by analyzing examples and determining whether the costs outweigh the benefits regarding the use of different energy sources. Students will determine if the use of an energy source is cost-efficient or economically unfeasible.
SC.912.N.1.3:	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that creativity plays a pivotal role in the furthering of scientific knowledge.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions explaining why scientists must be creative in forming new scientific ideas.
SC.912.N.2.3:	Identify examples of pseudoscience (such as astrology, phrenology) in society.	346050	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn the importance of peer review, and understand how to determine the difference between science and pseudoscience.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answers questions, determining if science or pseudoscience was used, whether scientists' claims are valid in different scenarios, and show that they understand the importance of peer review.
SC.912.N.3.3:	Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based lesson. Students will understand how scientific laws are developed by scientists through experimentation and investigations, and are recognized to be true throughout the universe, though do not explain natural phenomona.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions explaining the limitations of what scientific laws can explain regarding natural phenomena, and that they are universally recognized.

SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	351847	**Chemistry A Unit 1: The Study of Chemistry** Ways of Knowing Text-based lesson. Students will learn the importance of peer review, and understand how to determine the difference between science and pseudoscience.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answers questions, determining if science or pseudoscience was used, whether scientists' claims are valid in different scenarios, and show that they understand the importance of peer review.
SC.912.N.2.4:	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that scientific knowledge can change as new ideas, technology, and developments are created by scientists, building upon previous knowledge. This also enables scientists to strengthen or further support existing theories and laws.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answers questions containing examples and scenarios where scientific knowledge changed or could change with the development of new technology, idea, and advancements in the different fields of science.
SC.912.N.3.4:	Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that scientific laws cannot change into scientific theories are vice versa.	118603	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions showing that they understand scientific laws cannot become theories and vice versa.
SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.	346050 346051	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Lab: The Scientific Method Text-based lesson. Students will read that scientific experiments, when repeated by other scientists any where else in the world, should yield the same results in order for the results to be valid.	118396	**Unit 1 Assignment:** Test: The Study of Chemistry Summative, multiple choice assessment. Students will answer questions showing that they understand that, for scientific results to be recognized as valid, the results should be repeatable by scientists any where in the world.
MACC.912.S-IC.2.6:	Evaluate reports based on data.				
LACC.1112.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	346101	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Paper: Carbon-14 Dating Instructions Text-based lesson. Students will analyze a scientific text over cite evidence from several texts to create a short response and a research paper.	118628	**Unit 4 Assignment:** Paper: Carbon-14 Dating Students will analyze scientific texts over radioactive dating in a research paper. They will also be expected to site the resources they used to find this information.

SC.912.N.2.5:	Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.	346053	**Chemistry A Unit 1: The Study of Chemistry** Branches of Chemistry Text-based lesson. Students will investigate the different fields of science and what scientists study in them. Students will also understand that, in order to completely understand a natural phenomena, it takes several scientists from different fields working together and gathering evidence to explain why an event occurs.	118604 118396	**Unit 1 Assignment:** Paper: Branches of Chemistry Test: The Study of Chemistry Research paper and summative, multiple choice assessment. In the paper, students will research a career involved in chemistry and explain what backgrounds a person needs to practice in that career. In the assessment, students will answer questions describing instances in which scientists from several fields of science would have to come together to fully explain a natural phenomena or event.
SC.912.N.3.5:	Describe the function of models in science, and identify the wide range of models used in science.	346093	**Chemistry A Unit 4: Atomic Models and the Periodic Table** Atomic Models Text-based lesson including figures and multimedia. Students will identify the different models used during scientific investigations, and how they represent atoms, and in what situations these models should be used. Students will also see how models organize data.	118623	**Unit 4 Assignment:** Unit 4 Test: Models of the Atom, Atomic Structure and the Periodic Table Summative, multiple choice assessment. Students will identify different types of models representing atoms and molecules, and answer questions explaining when using these models are appropriate. Students will also explain how models can help develop theories as in the case of the atomic theory.
SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will learn the definition of an observation and inference, and will analyze examples of each. They will also learn how to distinguish between the two.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions where they provide inferences for a given observation.
SC.912.N.1.7:	Recognize the role of creativity in constructing scientific questions, methods and explanations.	346050	**Chemistry A Unit 1: The Study of Chemistry** The Methods of Science Text-based lesson. Students will understand that creativity plays a pivotal role in the furthering of scientific knowledge.	118602	**Unit 1 Assignment:** Assignment: The Study of Chemistry 2 Formative, multiple choice, and short answer assessment. Students will answer questions explaining why scientists must be creative in forming new scientific ideas.
SC.912.P.10.6:	Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.	345726	**Chemical B Unit 3: Chemical Thermodynamics** Heat Capacity and Enthalpy Text-based lesson with tables, equations, practice questions, and diagrams. Students will learn that chemical reactions can be graphically represented using potential energy diagrams to describe whether an exothermic or endothermic reaction has occurred, will create a diagram in the practice questions, and learn how to interpret what type of reaction occurred by looking at a potential energy diagram.	118496	**Unit 3 Assignment:** Assignment: Chemical Thermodynamics Formative, multiple choice assessment. Students will use a table containing the standard enthalpy change of formations of different chemical compounds to interpret potential energy diagrams.

SC.912.P.10.8:	Explain entropy's role in determining the efficiency of processes that convert energy to work.	345734	**Chemistry B Unit 3: Chemical Thermodynamics** Entropy and Gibbs Free Energy Text-based lesson. Students will learn the definition of entropy and relate it to the energy of a system. Students will also use it to determine efficient when different forms of energy produce work, mathematically.	118494	**Unit 3 Assignment:** Test: Chemical Thermodynamics Summative, multiple choice assessment. Students will answer questions explaining the factors that increase and decrease the entropy of a system, and use entropy to determine a system's efficiency.
SC.912.P.8.10:	Describe oxidation-reduction reactions in living and non-living systems.	345780 345860	**Chemistry B Unit 4: Chemical Kinetics and Electrochemistry** Redox Reactions **Unit 7: Nuclear and Environmental Chemistry** Water Quality and Wastewater Treatment Text-based lessons including tables and practice problems. Students will learn about redox reactions and how they work in batteries and metabolic functions.	118517	**Unit 4 Assignment:** Lab Report: Chemical Polishing of a Silver Surface Hands-on lab activity. Students will conduct an experiment by removing tarnish from a silver object. They will explain how a reversible redox reaction is occurring in this process and give examples of how this process is used in other nonliving objects.
SC.912.P.8.12:	Describe the properties of the carbon atom that make the diversity of carbon compounds possible.	345053 345819	**Chemistry A Unit 1: The Study of Chemistry** Branches of Chemistry **Chemistry B Unit 6: Organic Chemistry** Introduction and Classification of Organic Compounds Text-based lessons. Students will read about the different characteristics of carbon that enable it to bond to itself and form strong bond with other elements.	118530 118526	**Chemistry B Unit 6 Assignment:** Activity: Kevlar® Research Test: Organic Chemistry Short, research activity and summative, multiple choice assessment. Students will perform research on how carbon atoms contribute to the strength of Kevlar® and how it was developed. In the test, students will answer questions describing the characteristics and properties of carbon that cause it to bond to itself, other molecules, and form chained molecules.
SC.912.P.8.13:	Identify selected functional groups and relate how they contribute to properties of carbon compounds.	345819	**Chemistry B Unit 6: Organic Chemistry** Introduction and Classification of Organic Compounds Text-based lesson including figures and diagrams. Students will observe different functional groups of organic molecules, their properties, and learn how to name these molecules.	118530 118526	**Chemistry B Unit 6 Assignment:** Activity: Kevlar ® Research Test: Organic Chemistry Short, research activity and summative, multiple choice assessment. Students will perform research on Kevlar® and explain how the strength of the molecules in this material are related to the bonding properties of carbon. In the test, students will answer questions identifying the functional groups and their properties in various molecules.
MACC.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.				
	c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.				
MACC.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.				
MACC.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.				
LACC.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	346051 346063 346068 346069 346084 346146 349726 346164 346182 345667 345703 345740 345770 345785	**Chemistry A Unit 1: The Study of Chemistry** Lab Report: The Scientific Method **Unit 2: Matter and Energy** Lab Report: Amorphous Solids Lab Report: Heterogeneous and Homogeneous Mixtures Lab Report: What's in My Cereal **Unit 3: Measurement and Chemical Calculation** Lab Report: Percent and Theoretical Yield **Unit 6: Molecular Compounds, Acids, and Bases** Lab Report: "How Acidic are Fruit Juices and Sodas?" **Unit 8: Chemical Masses** Lab Report: Solubility Lab Report: Dilutions	118603 118608 118611 118612 118619 118653 120126 118662 118670 118477 118491 118500 118511 118517	**Chemistry A Unit 1: The Study of Chemistry** Lab Report: The Scientific Method **Unit 2: Matter and Energy** Lab Report: Amorphous Solids Lab Report: Heterogeneous and Homogeneous Mixtures Lab Report: What's in My Cereal **Unit 3: Measurement and Chemical Calculation** Lab Report: Percent and Theoretical Yield **Unit 6: Molecular Compounds, Acids, and Bases** Lab Report: "How Acidic are Fruit Juices and Sodas?" **Unit 8: Chemical Masses** Lab Report: Solubility Lab Report: Dilutions

LACC.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	346071	**Chemistry A Unit 2: Matter and Energy**	118603	**Chemistry A Unit 1: The Study of Chemistry**
		346096	Organizing the Elements Part 1	118611	Lab Report: The Scientific Method
		346099	**Unit 4: Atomic Models and the Periodic Table**	118653	**Unit 2: Matter and Energy**
		346114	Atomic Number, Mass Number, and Isotopes	120126	Lab Report: Heterogeneous and Homogeneous Mixtures
		346122	Organizing the Elements Part 2	118662	**Unit 6: Molecular Compounds, Acids, and Bases**
		346177	**Unit 5: Ions and Ionic Compounds**	118670	Lab Report: "How Acidic are Fruit Juices and Sodas?"
		345819	Ions	118491	**Unit 8: Chemical Masses**
			Rules for Naming Ions	118522	Lab Report: Solubility
			Unit 9: Chemical Equations	118531	Lab Report: Dilutions
			Balancing Chemical Equations		**Unit 9: Chemical Equations**
			Chemistry B Unit 6: Organic Chemistry		Lab Report: Precipitation
			Introduction and Classification of Organic Compounds		**Chemistry B Unit 2: Atomic and Molecular Structure**
			Students will determine when to use certain types of graphs, data tables, and other forms of graphical		
LACC.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.			118604	**Chemistry A Unit 1: The Study of Chemistry**
				118628	Paper: Branches of Chemistry
				120131	**Unit 4: Atomic Models and the Periodic Table**
				118554	Paper: Carbon-14 Dating
				118552	**Unit 6: Molecular Compounds, Acids, and Bases**
					Discussion: Industrial Use of Acids and Bases
					Chemistry B Unit 7: Nuclear and Environmental Chemistry
					Unit 7 Discussion: Effects of Radiation on Living Organisms
					Unit 9: Industrial Processes, Energy and Careers
					Discussion: The Impact of Chemical Products and Technologies
					Paper: Careers and Jobs Outlook
					Students will investigate several sources of information in the form of data sets, articles,

LACC.1112.RST.4.10:	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.	118604	**Chemistry A Unit 1: The Study of Chemistry**
		118628	Paper: Branches of Chemistry
		120131	**Unit 4: Atomic Models and the Periodic Table**
		118554	Paper: Carbon-14 Dating
		118552	**Unit 6: Molecular Compounds, Acids, and Bases**
			Discussion: Industrial Use of Acids and Bases
			Chemistry B Unit 7: Nuclear and Environmental Chemistry
			Unit 7 Discussion: Effects of Radiation on Living Organisms
			Unit 9: Industrial Processes, Energy and Careers
			Discussion: The Impact of Chemical Products and Technologies
			Paper: Careers and Jobs Outlook
			Students will read several different texts regarding scientific concepts, topics, and issues. They will
LACC.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	118603	**Chemistry A Unit 1: The Study of Chemistry**
		118604	Lab: The Scientific Method
		118674	Paper: Branches of Chemistry
		120212	**Unit 8: Chemical Masses**
		118554	Required Chat: The Role of Solubility in Real World Applications
		118552	**Chemistry B Unit 7: Nuclear and Environmental Chemistry**
			Discussion: Effects of Radiation on Living Organisms
			Unit 9: Industrial Processes, Energy and Careers
			Discussion: The Impact of Chemical Products and Technologies
			Paper: Careers and Jobs Outlook
			In the paper assessments, students must choose a scientific career and construct a written report using concepts from the course, and other resources. Students will organize their ideas and

	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	118604 **Chemistry A Unit 1: The Study of Chemistry** 120212 Paper: Branches of Chemistry 118554 **Chemistry B Unit 7: Nuclear and Environmental Chemistry** 118552 Discussion: Effects of Radiation on Living Organisms **Unit 9: Industrial Processes, Energy and Careers** Discussion: The Impact of Chemical Products and Technologies Paper: Careers and Jobs Outlook Students will develop a topic in the papers and use facts from credible, scientific resources in their research. They will also cite their sources from where they found the information. In the discussions, they will also use scientific texts to support their argument.
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	118604 **Chemistry A Unit 1: The Study of Chemistry** 118628 Paper: Branches of Chemistry 120131 **Unit 4: Atomic Models and the Periodic Table** 118674 Paper: Carbon-14 Dating 120212 **Unit 6: Molecular Compounds, Acids, and Bases** 118554 Discussion: Industrial Use of Acids and Bases 118552 **Unit 8: Chemical Masses** Required Chat: The Role of Solubility in Real World Applications **Chemistry B Unit 7: Nuclear and Environmental Chemistry** Discussion: Effects of Radiation on Living Organisms **Unit 9: Industrial Processes, Energy and Careers** Discussion: The Impact of Chemical Products and Technologies
	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	
	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	118604 **Chemistry A Unit 1: The Study of Chemistry** 118628 Paper: Branches of Chemistry 120131 **Unit 4: Atomic Models and the Periodic Table** 118674 Paper: Carbon-14 Dating 120212 **Unit 6: Molecular Compounds, Acids, and Bases** 118554 Discussion: Industrial Use of Acids and Bases 118552 **Unit 8: Chemical Masses** Required Chat: The Role of Solubility in Real World Applications **Chemistry B Unit 7: Nuclear and Environmental Chemistry** Discussion: Effects of Radiation on Living Organisms **Unit 9: Industrial Processes, Energy and Careers** Discussion: The Impact of Chemical Products and Technologies
LACC.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	118604 **Chemistry A Unit 1: The Study of Chemistry** 118672 Paper: Branches of Chemistry 118673 Discussion: Chemistry as the "Central Science" 118628 **Unit 4: Atomic Models and the Periodic Table** 120131 Discussion: Mass and Energy Equivalence 118674 Paper: Carbon-14 Dating 120212 **Unit 6: Molecular Compounds, Acids, and Bases** 118554 Discussion: Industrial Use of Acids and Bases 118552 **Unit 8: Chemical Masses** Required Chat: The Role of Solubility in Real World Applications **Chemistry B Unit 7: Nuclear and Environmental Chemistry** Discussion: Effects of Radiation on Living Organisms **Unit 9: Industrial Processes, Energy and Careers**

Documentation of Alignment

Advanced Academics: Environmental Science A &B

Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Body of Knowledge: Environmental Science					
SC.912.E.6.6:	Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	329444	**Environmental Science B Unit 4: Energy Resouces** Energy Use Text-based lesson. Students will learn that the methods by which humans produced energy during the Industrial Revolution have had ramifications in the present. The text also analyzes how energy sources can cause pollution and alternative sources of energy that are more environmentally friendly.	106618	**Unit 4 Assignment:** Test: Energy Resources Summative, multiple choice assessment. Students will answer questions describing what energy producing methods have been used in the past and present, and analyze how those methods are affecting us in the present day.
SC.912.E.7.7:	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.	329483 329502 329532	**Environmental Science B Unit 5: The Atmosphere and Climate** The Atmosphere and the Greenhouse Effect Climate Global Atmospheric Issues Text-based lessons. Students will be able to identify and understand the different factors influencing global climate. Students will also analyze how these facts are responsible for heat transfer around the globe via the sun and ocean currents, and will understand how greenhouse gases trap external heat on Earth.	106635	**Unit 5 Assignment:** Test: Atmosphere and Climate Summative, multiple choice assessment. Students will answer questions identifying the different internal and external sources of energy that influence global climate. Students will also explain how a change in external conditions can relate to internal conditions on earth, and analyze how both external and internal factors are involved in heat transfer through ocean and surface currents.
SC.912.E.7.8:	Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.	329335	**Environmental Science A Unit 2: Living in the Biosphere** The Biosphere: Levels of Organization and the Requirements for Life Students will learn how atmospheric, biospheric, and hydrological conditions have impacted citizens around the world and those that live in the state of Florida.	106571	**Unit 2 Assignment:** Test: Living in the Biosphere Summative, multiple choice assessment. Students will answer questions how atmospheric, biospheric, and hydrological conditions have affected people individually and as a population specifically in Florida.
SC.912.E.7.9:	Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.	329420 329483 329502	**Environmental Science A Unit 5: Soil and Land Resources** Biogeochemical Cycles: Carbon and Nitrogen **Environmental Science B Unit 5: The Atmosphere and Climate** The Atmosphere and the Greenhouse Effect Climate Text-based lessons with diagrams. Students will observe how energy is transferred on earth through ocean currents. Students will understand that ocean currents also influence global climate through heat transfer, and teh carbon and water cycles.	106608 106635	**Environmental Science Bunit 4 Assignment:** Test: Soil and Land Resources **Environmental Science B Unit 5 Assignment:** Test: Atmosphere and Climate Summative, multiple choice assessments. Students will answer questions using evidence from the material explaining how oceans influence the global climate through heat transfer, and the carbon and water cycles.
SC.912.L.17.1:	Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.	329363 329375	**Environmental Science A Unit 3: Populations and How They Change** Population Growth and Limiting Factors Characteristics of Populations Text-based lessons. Student will learn the different characteristics of populations, individuals in populations, density, and distribution patterns from the text.	106584	**Unit 3 Assignment:** Test: Populations and How They Change Summative, multiple choice assessment. Students will answer questions explain what type of distribution pattern is in a certain area. They will also differentiate between populations, individuals in populations, and population densities based on the characteristics learned from the material.
SC.912.L.15.3:	Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.	329359	**Environmental Science A Unit 2: Living in the Biosphere** Biodiversity Text-based lessons. Students will understand the factors that influence biodiversity.	106571	**Unit 2 Assignment:** Test: Living in the Biosphere Summative, multiple choice assessment. Students will answer questions predicting whether the biodiversity of an ecosystem would be increased or decreased in different scenarios and the factors that caused the change. Students will also identify these different factors.
SC.912.L.17.4:	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	329410 329522	**Environmental Science A Unit 2: Living in the Biosphere** Ecological Succession **Unit 6: Terrestrial Biomes** Factors That Affect Terrestrial Biomes Text-based lessons. Students will read material about how different ecosystems change per the seasons, and how climate changes can alter them. Students also study the progression of ecological succession and how this affects abiotic and biotic factor in ecosystems.	106571 106656	**Unit 2 Assignment:** Test: Living in the Biosphere **Unit 6 Assignment:** Test: Terrestrial Biomes Summative, multiple choice assessments. Students will answer questions describing what type of ecological succession occurred in an ecosystem, in different scenarios. Students will also describe how ecosystems changed when a specific seasonal variation or climate change occured.

SC.912.L.17.5:	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.	329363 **Environmental Science A Unit 3: Populations and How They Change** 329375 Population Growth and Limiting Factors Characteristics of Populations Virtual Lab: Rabbit Populations by Seasons Gizmo Text-based lesson and interactive, multimedia activity. Students will learn the different factors that affect and determine the population size of different species in an ecosystem. Students will also learn the definitions of the terms listed in the benchmark and understand how they relate to one another.	106584 **Unit 3 Assignment:** Test: Populations and How They Change Summative, multiple choice assessment. Students will answer questions analyzing what will happen to the population size of a species when factors change, determine the factors that limit population size, and use graphs to determine the carrying capacity of a population.
SC.912.L.14.6:	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.	329356 **Environmental Science A Unit 2: Living in the Biosphere** 329380 Relationships Within a Community 329395 Human Populations 329647 Evolution 329506 **Unit 5: Food, Agriculture, and Waste** Food and Nutrition Solid Waste and Waste Management Text-based lessons. Students will analyze how genetic and environmental factors can affect human health. Students will understand that people can inherit or be predisposed to certain detrimental health factors and can endure health problems caused by pollution and/or environmental contaminants.	106571 **Unit 2 Assignment:** 106628 Test: Living in the Biosphere **Unit 5 Assignment:** Test: Food, Agriculture, and Waste Summative, multiple choice assessment. Students will answer questions explaining harmful and beneficial relationships with external factors that humans have with other organisms and pathogens, and how these factors can affect human health. Students also answer questions explaining how a country's health can be affected by factors such as waste management and water cleanliness. Student will explain how lifestyle choice and genetic factors, such as predisposition to obesity, also can affect human health.
SC.912.L.17.6:	Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.	329356 **Environmental Science A Unit 2: Living in the Biosphere** Relationships Within a Community Text-based lesson. Students will understand and learn the characteristics, and relationships, between organisms that are predators and parasites. They will also be able to identify these relationships by examining different examples presented in the lesson.	106571 **Unit 2 Assignment:** Test: Living in the Biosphere Summative, multiple choice assessment. Students will answer questions identifying relationships between different organisms, and determining whether the relationship is beneficial, harmful, or has no effect on either of the organisms involved.
SC.912.L.17.7:	Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.	329538 **Environmental Science A Unit 6: Terrestrial Biomes** 324548 Tundra and Deserts 329561 Grasslands 329354 Forests 329360 **Environmental Science B Unit 1: The Hydosphere** Freshwater Ecosystems Marine Ecosystems Text-based lessons. Students will analyze biomes in both marine, freshwater, and terrestrial systems. They will examine the characteristics of both, including the abiotic and biotic parts of each biome.	106656 **Environmental Science A Unit 6 Assignment:** 106576 Test: Terrestrial Biomes **Environmental Science B Unit 1 Assignment:** Test: The Hydrosphere Summative, multiple choice assessment. Students will answer questions describing and identifying the different biotic and biotic factors found in different systems of individual biomes in an ecosystem.
SC.912.L.17.8:	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	329359 **Environmental Science A Unit 2: Living in the Biosphere** 329395 Biodiversity **Unit 3: Populations and How They Change** Evolution Text-based lessons. Students will analyze what occurs to the biodiversity of an ecosystem when human and natural events occur.	106571 **Unit 2 Assignment:** 106584 Test: Living in the Biosphere **Unit 3 Assignment:** Test: Populations and How They Change Summative, multiple choice assessments. Students will answer questions describing what occurs when human and natural events occur when given a scenario explaining a change in an ecosystem.
SC.912.L.17.9:	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.	329350 **Environmental Science A Unit 2: Living in the Biosphere** Food Webs and Ecological Pyramids Text-based lesson including diagrams, flowcharts, and visual aids. Students will be introduced to food webs and energy diagrams describing the energy available for use for producers, consumers, and decomposers. Students will also learn the characteristics that are used to identify each type of organism.	106571 **Unit 2 Assignment:** Test: Living in the Biosphere Summative, multiple choice assessment. Students will determine what will happen to different types of organisms if there are disruptions in a food chain using diagrams and scenarios. Students will also identify what type of organism is in an ecosystem based on a presented set of characteristics. They will describe the energy available at various trophic levels.
SC.912.L.16.10:	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.	329467 **Environmental Science Unit 5: Food, Agriculture, and Waste** Food and Nutrition Text-based lesson. Students will learn about how genetic engineering has been used to modify foods consumed by society, and the ethical concerns associated with this practice for both society and individual organisms.	106631 **Unit 5 Assignment:** Assignment: Food and Nutrition Formative, multiple choice and long answer assessment. Students will perform research to complete a long answer question addressing the benefits and ethical issues associated with genetic engineering. They must use resources of information to answer the question and list their sources as part of the answer to support their stance on the genetic modifcations of organisms.

SC.912.L.17.10:	Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.	329420 **Environmental Science A Unit 4: Soil and Land Resources** 329310 Biogeochemical Cycles: Carbon and Nitrogen 329346 **Environmental Science Unit 1: The Hydrosphere** Water Resources and the Water Cycle Virtual Lab: Water Cycle Gizmo Text-based lessons including diagrams and flowcharts. Students will use these diagrams to understand how materials such as water, carbon, and nitrogen cycle throughout the Earth and individual ecosystems.	106608 **Environmental Science A Unit 4 Assignment:** 106576 Test: Soil and Land Resources **Environmental Science B Unit 1 Assignment:** Test: The Hydrosphere Summative, multiple choice assessments. Students will answer questions using diagrams of the water, nitrogen, and carbon cycles, and explain how materials move in these cycles, within an ecosystem.
SC.912.L.17.11:	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	329452 **Environmental Science B Unit 4: The Geosphere and Mineral Resources** 329470 Nonrenewable Energy Resources Renewable Energy Resources Text-based lessons. Students will learn about the different types of renewable and nonrenewable resources used to produce energy. Students will also analyze the costs and benefits involved in using each type of energy.	106618 **Unit 4 Assignment:** Test: Energy Resources Summative, multiple choice assessment. Students will answer questions evaluating scenarios in which different types of resources are used to create energy. Students will explain whether the cost of using different forms of energy outweighs the benefits, or vice versa. Students will also identify whether the energy source is renewable or nonrenewable.
SC.912.L.17.12:	Discuss the political, social, and environmental consequences of sustainable use of land.	329560 **Environmental Science B Unit 6: Sustainability** 329570 Sustainable Growth and Development Your Sustainable Lifestyle Text-based lessons. Students will analyze what they personally can do to practice sustainable living. They also read about how to become politically involved or socially involved, such as through volunteering, in order to educate themselves and others on sustainable living.	106678 **Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will perform research on an environmental issue using various resources. Students will form a plan to address the issue and how they or their community would be affected if the issue were resolved. They close the 3-5 paragraph paper with a discussion of what they have learned during their research.
SC.912.L.15.13:	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.	329395 **Environmental Science A Unit 3: Populations and How They Change** Evolution Text-based lesson. Student will learn the definition of natural selection and examine the different factors necessary for the process to occur.	106584 **Unit 3 Assignment:** Test: Populations and How They Change Summative, multiple choice assessment. Students will answer questions idenitfying factors that are or are not required for natural selection to occur.
SC.912.L.17.13:	Discuss the need for adequate monitoring of environmental parameters when making policy decisions.	329380 **Environmental Science A Unit 3: Populations and How They Change** Human Populations Text-based lesson. Students will gain an understanding of why politicians and policy makers must have some knowledge of environmental issues when forming laws and other policies.	106584 **Unit 3 Assignment:** Test: Populations and How They Change Summative, multiple choice assessment. Students will answer questions explaining when the government and policy makers should acquire knowledge of the impacts certain actions could have on the environment by monitoring industries and populations.

SC.912.L.17.14:	Assess the need for adequate waste management strategies.	329506 **Environmental Science A Unit 5: Food, Agriculture, and Waste** Solid Waste and Waste Management Text-based lesson. Students will investigate the different forms of waste humans and organisms produce. Students will also gain an understand of why waste management is important and the public health problems that can occur when this is not done properly.	106628 **Unit 5 Assignment:** Test: Food, Agriculture, and Waste Summative, multiple choice assessment. Students will answer questions explaining the importance of proper waste management to human health and the different methods by which individuals can help improve waste management.
SC.912.L.17.15:	Discuss the effects of technology on environmental quality.	349486 **Environmental Science A Food, Agriculture, and Waste:** 329452 Agriculture, Yesterday and Today **Environmental Science B Unit 4: Energy Resources** Nonrenewable Resources Text-based lessons. Students will understand the environmental issues that can arise when technology improves humans' abilities to alter an ecosystem.	106628 **Environmental Science A Unit 5 Assignment:** 106618 Test: Food, Agriculture, and Waste **Environmental Science B Unit 4 Assignment:** Test: Energy Resources Summative, multiple choice assessment. Students will answer questions explaining the environmental problems that humans have created by using certain forms of fuels since the Industrial revolution and how improvements in technology are being used to prevent further destruction to the environment.
SC.912.L.17.16:	Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.	329370 **Environmental Science B Unit 2: Water Use, Pollution, and Conservation** 329452 Aquatic Ecosystem Degradation and Water Pollution 329470 **Unit 4: Energy Resources** Nonrenewable Energy Resources Renewable Energy Resources Text-based lessons. Students will investigate the harmful effects of human activities on the environment.	106585 **Environmental Science B Unit 2 Assignment:** 106618 Test: Water Use, Pollution, and Conservation **Unit 4 Assignment:** Test: Energy Resources Summative, multiple choice assessments. Students will answer questions analyzing how human activities can have a negative impact on the environment. They will also identify the ways that humans can prevent pollution and practice environmental conservation methods.
SC.912.L.17.18:	Describe how human population size and resource use relate to environmental quality.	329544 **Environmental Science B Unit 6: Sustainability** 329556 Ecological Footprint Ecological Footprint Activity Text-based lessons. Students will gain an understanding of population size and resource use and how it relates to the degredation of the environment, climate changes, and decrease of biodiversity.	106671 **Unit 6 Assignment:** 106663 Activity: Ecological Footprint Test: Sustainability Summative, multiple choice assessment. Students will answer questions addressing which human activities, and population size and resource management/use, affect environmental quality the most.

SC.912.L.17.19:	Describe how different natural resources are produced and how their rates of use and renewal limit availability.	329444	**Environmental Science B Unit 4: Energy Resources**	106618	**Unit 4 Assignment:**
		329452	Energy Use		Test: Energy Resources
		329470	Nonrenewable Energy Resources Renewable Energy Resources Text-based lessons. Students will examine how various natural resources are acquired and the technology used in their acquisition. Students will also identify which resources are most commonly used and whether they are renewable or nonrenewable.		Summative, multiple choice assessment. Students will answer questions describing the production, acquisition, and use of various natural resources, and identify whether they are renewable or nonrenewable.
SC.912.L.17.20:	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	329570	**Environmental Science B Unit 6: Sustainability** Your Sustainable Lifestyle Text-based lesson. Students will investigate how an individual and a community can practice sustainable lifestyles and minimalize negative impact on the environment.	106678	**Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will perform research on an environmental issue using various resources such as the web, books, and scholarly articles. Students will explain how they and their commuity can minimalize an negative impacts to the environment by practicing sustainability and improving their lifestyles. Students summarize what they have learned about practicing a sustainable lifestyle.
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:				
	1. pose questions about the natural world,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will create a question or purpose for the experiment.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will create a question or purpose for the experiment.
	2. conduct systematic observations,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will conduct observations about soil samples they have acquired.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will record and elaborate on observations about soil samples they have acquired.
	3. examine books and other sources of information to see what is already known,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will need to perform research from information sources, and by using the lesson material, to compare the samples they obtained with those found in other regions of the world.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will need to perform research from information sources, and by using the lesson material, to compare the samples they obtained with those found in other regions of the world.
	4. review what is known in light of empirical evidence,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will need to perform research from information sources, to find what is already known about the soil they observe in this area.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will need to perform research from information sources, to find what is already known about the soil they observe in this area.
	5. plan investigations,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will acquire samples according to the procedure in the lab lesson.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will record their observations and data regarding their samples.
	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),	329317 329436	**Environmental Science A Unit 1: Nature of Science** Environmental Scavenger Hunt **Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will understand they will need to record data about the soil samples they acquire.	106566 106613	**Unit 1 Assignment:** Activity: Environmental Scavenger Hunt **Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will record and organize data and observations about their soil samples.
	7. pose answers, explanations, or descriptions of events,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will read questions that they will need to answer using their observations about their soil samples.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will answer questions identifying any living organisms found in the soil and evaluate its properties, then record these answers in the lab report.
	8. generate explanations that explicate or describe natural phenomena (inferences),	329436	**Environmental Science Unit 4: Soil and Land Resources** **Soil Lab** Hands-on lab lesson. Students will read questions that they will need to answer using their observations about their soil samples.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will answer questions about soil similar to theirs in other areas of the world based on their observations and data acquired during the experiment.
	9. use appropriate evidence and reasoning to justify these explanations to others,	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will need to justify their comparisons, assumptions, and observations with evidence in the conclusions they draw about their samples.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will need to justify their comparisons, assumptions, and observations with evidence in the conclusions they draw about their samples.
	10. communicate results of scientific investigations, and	329436	**Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will read questions that they will need to answer using their observations about their soil samples.	106613	**Unit 4 Assignment:** Activity: Soil Hands-on lab report. Students will answer questions and share their data by recording these results in their lab report and submitting it to their teacher.

	11. evaluate the merits of the explanations produced by others.	329573	**Environmental Science B Unit 6: Sustainability** Unit 6 Paper Assignment: How Can I Make a Difference? Instructions Instructions and rubric for research paper. Students understand that the resources they use for researching how they can make a difference and help preserve the environment need to be unbiased and factual, not a person's opinion.	**Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will write a paper, performing research from various resources and citing the unbiased, scientific sources from which they found their information.
SC.912.N.2.1:	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).	351847	**Environmental Science A Unit 1: Nature of Science** Ways of Knowing Text-based lesson. Students will understand the difference between questions that can be answered using the scientific method and those that cannot. Students will also learn the difference between science and pseudoscience, and how pseudoscience resembles science but does not meet certain scientific criteria.	106567 **Unit 1 Assignment:** Assignment: How Scientists Work, Tools and Technology, and Environmental History Formative, multiple choice assessment. Students will answer questions identifying if scenarios can be studied scientifically or if they are pseudoscience. They will also identify the criteria that pseudoscience lacks in being able to qualify as science or be scientifcally assessed.
SC.912.N.3.1:	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.	329318	**Environmental Science A Unit 1: Nature of Science** How Scientists Work Text-based lesson. Students will understand how scientific theories are developed by scientists through experimentation and investigations.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions explaining how scientific theories are formed and determine whether hypotheses in different scenarios can be classified as a theory.
SC.912.N.4.1:	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	329318	**Environmental Science A Unit 1: Nature of Science** How Scientists Work Text-based lessons including multimedia. Students read and observe multimedia presentations explaining how improvements in scientific knowledge and technology have allowed governments and society to make policies using scientific tools.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions explaining how scientific tools and technologies have allowed governments to create policy and analyze scenarios in which this occurred.
SC.912.N.1.2:	Describe and explain what characterizes science and its methods.	329318	**Environmental Science A Unit 1: Nature of Science** How Scientists Work Text-based lessons. Students will gain an understanding of the scientific method and how it is used to provide answers, through experimentation, for natural phenomena, and what constitutes good scientific practices.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions describing what science is and how to use the scientific method in experimentation.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	351847	**Environmental Science A Unit 1: Nature of Science** Ways of Knowing Text-based lesson. Students will understand the difference between questions that can be answered using the scientific method and those that cannot. Students will also learn that questions regarding philosophy, religion, and personal beliefs cannot be assessed using the scientific method. They will lastly understand how science is limited by these types of questions.	106567 **Unit 1 Assignment:** Assignment: How Scientists Work, Tools and Technology, and Environmental History Formative, multiple choice assessment. Students will answer questions identifying whether scenarios including those regarding a person's opinion, belief system, religion, or philosophy, can be answered using science or not. They will also answer questions identifying why science is limited in answering these types of questions.
SC.912.N.1.3:	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.	351847	**Environmental Science A Unit 1: Nature of Science** Ways of Knowing Text-based lesson. Students will learn that scientific claims are scrutinized by other scientists during the process of peer review, that repeated experimentation and observation validate scientific laws and theories, respectively, and that alternate explanations can prove law and theories wrong as technology and knowledge improves.	106567 **Unit 1 Assignment:** Assignment: How Scientists Work, Tools and Technology, and Environmental History Formative, multiple choice assessment. Students will answer questions determining if scientists in scenarios were biased when making scientific claims, what processes are used to validate scientific claims, and determine when a scientific theory or law might be questioned.
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	329318 351847 329324	**Environmental Science A Unit 1: Nature of Science** How Scientists Work Ways of Knowing Tools and Technology Text-based lessons. Students will understand that the scientific method must be followed for experimental results to be considered valid and that repeated experimentation further validates results.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answers questions containing examples and scenarios where scientific knowledge changed or could change with the development of new technology, idea, and advancements in the different fields of science.
SC.912.N.2.4:	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	329318 329324	**Environmental Science A Unit 1: Nature of Science** How Scientists Work Tools and Technology Text-based lesson. Students will understand that scientific knowledge can change as new ideas, technology, and developments are created by scientists, building upon previous knowledge.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answers questions containing examples and scenarios where scientific knowledge changed or could change with the development of new technology, idea, and advancements in the different fields of science.

SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.	329395	**Environmental Science A Unit 3: Populations and How They Change** Evolution Text-based lesson. Students will read that scientific experiments, when repeated by other scientists any where else in the world, should yield the same results in order for the results to be valid.	**Unit 3 Assignment:** Test: Populations and How They Change Summative, multiple choice assessment. Students will answer questions describing the development of the theory of evolution and how the development of the theory accepted by the scientific community today came about from the ideas of many different types of scientists studying different areas of science.
SC.912.N.3.5:	Describe the function of models in science, and identify the wide range of models used in science.	329318	**Environmental Science A Unit 1: Nature of Science** How Scientists Work Text-based lesson. Students will understand how models are used to represent scientific phenomena and their limitations.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions describing the types of models that should be used in different scenarios.
SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	329395	**Environmental Science A Unit 3: Populations and How They Change** Evolution Text-based lesson. Students will understand how scientific inferences can be drawn by repeatedly observing a naturally occuring phenomenon in the same way, as scientists have done by comparing biological structures of organisms to support the theory of evolution.	122660 **Unit 3 Assignment:** Discussion: Observations and Inferences Peer-to-peer, interactive discussion. Students will read and research a scientific article and provide at least one observation and inference, respectively, and explain how these are used to gather scientific evidence.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.	329344 329444 352384	**Environmental Science A Unit 2: Living in the Biosphere** Matter and Energy Flow within Ecosystems **Environmental Science B Unit 4: Energy Resources** Energy Use Types of Energy Text-based lessons including diagrams. Students will learn about the different forms of energy and how we use them. Students will also understand that energy can be converted from one form to another, and will identify the differences between forms of energy.	106625 **Unit 4 Assignment:** Assignment: Nonrenewable and Renewable Energy Resources Formative, multiple choice assessment. Students will answer questions determining what form of energy is being produced from different objects and sources. Students will also answer questions identifying what type of energy transformed into another in different scenarios.
SC.912.P.10.2:	Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.	329344 329444	**Environmental Science A Unit 2: Living in the Biosphere** Matter and Energy Flow within Ecosystems **Environmental Science B Unit 4: Energy Resources** Energy Use Text-based lessons including diagrams. Students will understand how to relate the Law of Conservation of Energy to energy in systems, and be able to distinguish between open and closed systems.	106571 **Unit 2 Assignment:** Test: Living in the Biosphere Summative, multiple choice assessment. Students will answer questions differentiating between open and closed systems, and explain how the Law of Conservation of Energy relates to energy in these types of systems.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.	329467 329514	**Environmental Science A Unit 5: Food, Agriculture, and Waste** Food and Nutrition **Environmental Science B Unit 5: The Atmosphere and Climate** Air Pollution Text-based lessons. Students will learn about how lifestyle and environmental factors affect an individual's health.	106628 **Environmental Science A Unit 5 Assignment:** Test: Food, Agriculture, and Waste **Environmental Science B Unit 5 Assignment:** Test: The Atmosphere and Climate Summative, multiple choice assessments. Students will answer questions explaining how a combination of lifestyle choice and environmental factors can affect an individual's health, and what they can do to improve their health.
HE.912.C.1.4:	Analyze how heredity and family history can impact personal health.	329380	**Environmental Science A Unit 3: Populations and How They Change** Human Populations Text-based lesson. Students will understand how genetic mutations, heredity, and a family's genetic history can affect a human's health and how diseases can be passed from parent to offspring.	106597 **Unit 3 Assignment:** Human Populations Formative, multiple choice assessments. Students will answer questions explaining how genetic factors that can lead to harmful mutations in humans and be inherited from parent organisms. Students will also identify hereditary diseases and how they impact the well being of offspring.
MACC.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.			

MACC.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	329324 **Environmental Science A Unit 1: Nature of Science** Tools and Technology Text-based lesson. Students will understand that units are important to determining the magnitude of measurements, and will observe different data tools used during experiments.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will determine the units that should be used in different scenarios, and will be asked to answer questions by analyzing graphs and other data tools.
MACC.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	329324 **Environmental Science A Unit 1: Nature of Science** Tools and Technology Text-based lesson. Students will learn the definition of accuracy and precision, and how these concepts are applied to scientific measurements.	106560 **Unit 1 Assignment:** Test: Nature of Science Summative, multiple choice assessment. Students will answer questions determining whether scientific measurements were precise, accurate, both or neither.
LACC.112.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	329372 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will read about examples of different environmental and ecological issues in their community and on Earth.	106678 **Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will write a paper, performing research from various resources and citing the sources from which they found their information.
LACC.112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	329436 **Environmental Science Unit 4: Soil and Land Resources** Soil Lab Hands-on lab lesson. Students will read through a procedure they must follow and understand that they must acquire observations and data throughout the lab.	106613 **Unit 4 Assignment:** Activity: Soil Hands-on lab lesson. Students will follow a procedure from the lesson when performing the lab, and record their observations and data about soil samples in the lab report.
LACC.112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	329324 **Environmental Science A Unit 1: Nature of Science** 329326 Tools and Technology Environmental Literacy Text-based lessons. Students will understand the meaning to important definitions and concepts regarding the environment.	

LACC.112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	329324 **Environmental Science A Unit 1: Nature of Science** 329326 Tools and Technology 329355 Environmental Literacy 329572 **Unit 2: Living in the Biosphere** Virtual Lab: Food Chain Gizmo **Environmental Science B Unit 6: Sustainability** Making a Difference Through text-based and multimedia lessons students will integrate and evaluate information presented in diverse formats, e.g., tables, graphs and equations to solve problems.	106560 **Environmental Science A Unit 1 Assignment:** 106671 Test: Nature of Science 106678 **Environmental Science B Unit 6 Assignment:** Activity: Ecological Footprint Paper: How Can I Make a Difference? Students will investigate several sources of information in the form of data sets, articles, websites, and a variety of resources. They will combine the information they find to pose arguments in activities and research papers, and to answer homework and exam questions.
LACC.112.RST.4.10:	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.		106671 **Environmental Science B Unit 6 Assignment:** 106678 Activity: Ecological Footprint Paper: How Can I Make a Difference? Students will read several different texts regarding scientific concepts, topics, and issues. They will then use the information from these texts to form research papers, complete activities and labs, and to answer questions found in assessments.
LACC.112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	329572 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will receive instructions on how to construct a well-thought out research paper, how to organize their ideas, and how to support these ideas in a concluding statement using various resources.	106678 **Environmental Science B Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will construct a cohesive, well-developed research paper to express and support complex ideas and opinions on an environmental issue. Students choose the topic they want to research and cite the resources they used.
	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	329572 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will read about the research methods and structure of a research paper they should follow in order to complete the following assignment, including how to choose and research a topic.	106678 **Environmental Science B Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will research a topic of their choice, regarding an environmental issue, by evaluating various information resources, and using the information they find to write a research paper.
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	329572 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will read about the research methods and structure of a research paper they should follow in order to complete the following assignment.	106678 **Environmental Science B Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will construct a cohesive, well-developed research paper to express and support complex ideas and opinions on an environmental issue.

	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	329572 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will read about the research methods and structure of a research paper they should follow in order to complete the following assignment.	106678 **Environmental Science B Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will use vocabulary, definitions, and concepts from the course to address and environmental issue, express their stance on the issue, and form conclusions on how to improve upon the issue.
	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	329572 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will understand that, after performing research on an environmental issue, they must provide concluding statements regarding their findings.	106678 **Environmental Science B Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will summarize what they have learned about an environmental issue of their choosing and conclude how they plan to improve the issue in a paragraph.
LACC.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	329572 **Environmental Science B Unit 6: Sustainability** Making a Difference Text-based lesson. Students will know that they will need to use various resources to find information for a research paper and to support their ideas.	106678 **Environmental Science B Unit 6 Assignment:** Paper: How Can I Make a Difference? Research paper. Students will acquire evidence from scientific sources to support their thoughts, ideas, and conclusions in the research paper, and will be expected to cite these sources.

Standard ID	Benchmark	Alignment Citation	
		Content	Assessment
		Unit & Lesson Name	Assessment Name
LACC.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing assesment, with rubric feedback from a teacher, students will will introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.1d:	Establish and maintain a formal style.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.	**MS Ancient Civilizations A Unit 3**: Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows from and supports the argument presented.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will use precise language and domain-specific vocabulary to inform about or explain the topic.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report

LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.	**MS Ancient Civilizations A Unit 3**: Ancient Inventions Research Report Instructions In a graded writing product with rubric feedback from a teacher, students will evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.	**MS Ancient Civilizations A Unit 3:** Ancient Inventions Research Report
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.	**MS Ancient Civilizations A Unit 7: The Fall of Rome** Corruption in Rome Divisions in Rome In a text-based lesson, students learn to identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.	**MS Ancient Civilizations A Unit 7: The Fall of Rome** Unit Test: The Fall of Rome In a graded, summative assessment, students answer multiple choice questions about mediums of exchange (currencies) used for trade (barter) for each civilization, and why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.	**MS Ancient Civilizations B Unit 3: China Emerges** Trade and the Silk Road Through a text-based lesson, students learn to categorize products that were traded among civilizations, and give examples of barriers to trade of those products.	**MS Ancient Civilizations B Unit 3: China Emerges** Unit Test: China Emerges In a graded, summative assessment, students answer multiple choice questions about the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	**MS Ancient Civilizations B Unit 3: China Emerges** Trade and the Silk Road Through a text-based lesson, students learn to describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	**Ms Ancient Civilizations B Unit 3: China Emerges** Unit Test: China Emerges In a graded, summative assessment, students answer multiple choice questions about the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through a text-based lesson with maps and timelines, students learn to use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions about using latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	**MS Ancient Civilizations A Unit 3: Evolution of Early Civilizations** Geographic Development, Agriculture, and Settlement In a text-based Lesson, students learn to explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	**MS Ancient Civilizations A Unit 3: Evolution of Early Civilizations** In a graded, summative assessment, students answer multiple choice questions about how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Development of Agriculture Geographic Development, Agriculture, and Settlement In text-based lessons, students learn to explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Unit Test: Development of Early Humans In a graded, summative assessment, students answer multiple choice questions about how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.		
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans In this lesson with illustrations, including a video,students will identify how migration was a method ancient people used to compensate for scarcity.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Unit 2 Journal: Adapting to Change In this writing assignment, students will identify reasons for migration
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Themes of Geography Through a text-based lesson, students learn to Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions about the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Themes of Geography Through a text-based lesson, students learn to Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions that require them to differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students learn to analyze the impact of human populations on the ancient world's ecosystems.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Unit Test: Development of Early Humans In a graded, summative assessment, students answer multiple choice questions about the impact of human populations on the ancient world's ecosystems.

SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students learn to use maps to trace significant migrations, and analyze their results.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Unit Test: Development of Early Humans In a graded, summative assessment, students answer multiple choice questions about use maps to trace significant migrations, and analyze their results.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through a text-based lesson with maps and timelines, students learn to compare maps of the world in ancient times with current political maps.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions that compare maps of the world in ancient times with political maps.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through a text-based lesson with maps and timelines, students learn to analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.	**MS Ancient Civilizations Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions about the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students learn to locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Unit Test: Development of Early Humans In a graded, summative assessment, students answer multiple choice questions about sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** How and Why Do We Study Ancient Civilizations? Understanding Maps and Timelines In text-based lessons, students learn to utilize tools geographers use to study the world.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions about the tools geographers utilize to study the world.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	Throught MS Ancient Civilizations A and B. Beginning with Unit 3 of MS Ancient Civilizations A, each unit of MS Ancient Civilizations A and B covers how the geographical location of ancient civilizations contributed to the culture and politics of those societies. For example: **MS Ancient Civilizations B Unit 1: West Meets East** Emergence of River Valley Civilizations In a text-based lesson with maps, students learn to explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	Throught MS Ancient Civilizations A and B. Beginning with Unit 3 of MS Ancient Civilizations A, each unit of MS Ancient Civilizations A and B covers how the geographical location of ancient civilizations contributed to the culture and politics of those societies. For example: **MS Ancient Civilizations B Unit 1: West Meets East** Unit Test: West Meets East In a graded, summative assessment, students answer multiple choice questions about how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through a text-based lesson, students learn to interpret how geographic boundaries invite or limit interaction with other regions and cultures.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment students answer multiple choice questions about how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through a text-based lesson, students learn to use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment students answer multiple choice questions that require them to use Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	**MS Ancient Civilizations B Unit 1: West Meets East** Alexander the Great in India **MS Ancient Civilizations B Unit 3: China Emerges** Trade and the Silk Road Through text-based lessons, students learn to explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	**MS Ancient Civilizations B Unit 1: West Meets East** Journal: Sharing Cultures In a graded writing product, students explain the cultural diffusion that occurred during Alexander the Great's conquest of India. **MS Ancient Civilizations B Unit 3: China Emerges** Unit Test: China Emerges In a graded, summative assessment, students answer multiple choice questions about the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines **MS Ancient Civilizations B Unit 1: West Meets East** Emergence of River Valley Civilizations In text-based lessons with timelines, students learn to use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations **MS Ancient Civilizations B Unit 1: West Meets East** Unit Test: West Meets East In graded, summative assessments, students answer multiple choice questions that require them to use maps to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through a text-based lesson, students learn to use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines In a graded, summative assessment, students answer multiple choice questions that require them to use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.		

SS.6.W.1.1:	Use timelines to identify chronological order of historical events.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines **MS Ancient Civilizations B Unit 1: West Meets East** Emergence of River Valley Civilizations In text-based lessons with timelines, students learn to use timelines to identify the chronological order of historical events.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations **MS Ancient Civilizations B Unit 1: West Meets East** Unit Test: West Meets East In graded, summative assessments, students answer multiple choice questions that require them to use timelines to identify chronological orde of historical events.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).	**MS Ancient Civilizations A Unit 5: Ancient Hebrews** Development of Ancient Writing Report Instructions MS Ancient Civilizations A Unit 6: Ancient Greece **Development and Impact of City States** In text-based lessons with maps, students learn to analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).	**MS Ancient Civilizations A Unit 5: Ancient Hebrews** Project: Development of Ancient Writing In a graded writing product with rubric-based feedback, students discuss the importance in ancient civilizations (including the ancient Phoenicians).
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.	**MS Ancient Civilizations B Unit 2: Ancient India** Aryan Invasions Through a text-based lesson, students learn to discuss the significance of Aryan and other tribal migrations on Indian Civilization.	**MS Ancient Civilizations B Unit 2: Ancient India** Unit Test: Ancient India In a graded, summative assessment, students answer multiple choice questions about the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Development and Impact of City-States Types of Government Through text-based lessons, students learn to explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Unit Test: Ancient Greece In a graded, summative assessment, students answer multiple choice questions about the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.	**MS Ancient Civilizations B Unit 2: Ancient India** Indian Society and Culture The Development of Hinduism Through a text-based lesson, students learn to explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.	**MS Ancient Civilizations B Unit 2: Ancient India** Unit Test: Ancient India In a graded, summative assessment, students answer multiple choice questions about the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.1.3:	Interpret primary and secondary sources.		
SS.6.W.2.3:	Identify the characteristics of civilization.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Development, Agriculture, and Settlement In text-based lessons, students learn to identify the characteristics of civilization.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Unit Test: Development of Early Humans In a graded, summative assessment, students answer multiple choice questions about the characteristics of civilization.

SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.	**MS Ancient Civilizations B Unit 2: Ancient India** Buddhism in India Through a text-based lesson, students learn to recognize the political and cultural achievements of the Mauryan and Gupta empires.	**MS Ancient Civilizations B Unit 2: Ancient India** Unit Test: Ancient India In a graded, summative assessment, students answer multiple choice questions about the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** How and Why Do We Study Ancient Civilizations Through a text-based lesson, students learn to describe the methods of historical inquiry and how history relates to the other social sciences.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit Test: Introduction to Ancient Civilizations In a graded, summative assessment, students answer multiple choice questions about the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.	**MS Ancient Civilizations A Unit 3: Evolution of Early Civilizations** Mesopotamia and the Sumerians Mesopotamian Culture Mesopotamian Religion and Government In text-based lessons with maps, students learn to compare the economic, political, social, and religious institutions of ancient river civilizations.	**MS Ancient Civilzations A Unit 3: Evolution of Early Civilizations** Unit Test: Evolution of Early Civilizations In a graded, summative assessments, students answer multiple choice questions about the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.	**MS Ancient Civilizations B Unit 2: Ancient India** Buddhism in India Through a text-based lesson, students learn to explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.	**MS Ancient Civilizations B Unit 2: Ancient India** Unit Test: Ancient India In a graded, summative assessment, students answer multiple choice questions about the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization.	**MS Ancient Civilizations A Unit 4: Ancient Egypt** Through a text-based lesson with maps, students learn to describe the rise and fall of the ancient east African kingdoms African Kingdoms of Kush and Axum and Christianity's development in Ethiopia.	**MS Ancient Civilizations A Unit 4: Ancient Egypt** In a graded, summative assessment, students answer mutiple choice questions about important achievements of Egyptian civilization.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Development and Impact of City-States Types of Government Greek Mythology Life in Athens and Life in Sparta Enduring Greek Figures Through a text-based lesson with maps, students learn to summarize the important achievements and contributions of ancient Greek civilization.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Unit Test: Ancient Greece In a graded, summative assessment, students answer mutiple choice questions about important achievements of ancient Greek civilization.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization.	**MS Ancient Civilizations B Unit 2: Ancient India** Indian Society and Culture The Development of Hinduism Buddhism in India Through text-based lessons with maps, students learn to summarize the important achievements and contributions of ancient Indian civilization.	**MS Ancient Civilizations B Unit 3: Ancient India** Unit Test: Ancient India In a graded, summative assessment, students answer multiple choice questions about the important achievements and contributions of ancient Indian civilization.

SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.	**MS Ancient Civilizations A Unit 2: Development of Early Humans** Development of Early Hunter-Gatherer Societies "culture" In this lesson with real life examples, students will describe how history transmits culture and heritage and provides models of human character	**MS Ancient Civilizations A Unit 2: Development of Early Humans** The First Humans Practice Exercise
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece.	**MS Ancient Civilizations A Unit 6: Ancient Greece** The Persian War and the Peloponnesian War Enduring Greek Figures Through text-based lessons with maps, students learn to determine the impact of key figure ancient Greece.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Unit Test: Ancient Greece In a graded, summative assessment, students answer multiple choice questions about the impact of key figures from ancient Greece.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.	**MS Ancient Civilizations B Unit 3: China Emerges** Confucianism and Daoism Through a text-based lesson, students learn to describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.	**Ms Ancient Civilizations B Unit 3: China Emerges** Unit Test: China Emerges In a graded, summative assessment, students answer multiple choice questions about the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.	**MS Ancient Civilizations Unit 3: Evolution of Early Civilizations** Mesopotamia and the Sumerians Mesopotamian Culture Mesopotamian Religion and Government Through text-based lessons, students learn to describe summarize the important achievements of Mesopotamian civilization.	**MS Ancient Civilizations Unit 3: Evolution of Early Civilizations** Unit Test: Evolution of Early Civilizations In a graded, summative assessment, students answer multiple choice questions about the important achievements of Mesopotamian civilization.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Greek Mythology Life in Athens and Sparta Enduring Greek Figures In text-based lessons, ummarize the key achievements, contributions, and figures associated with The Hellenistic Period.	**MS Ancient Civilizations A Unit 6: Ancient Greece** Unit Test: Ancient Greece In a graded, summative assessment, students answer multiple choice questions about the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.	**MS Ancient Civilizations B Unit 3: China Emerges** Confucianism and Daoism Through a text-based lesson, students learn to explain the basic teachings of Laozi, Confucius, and Han Fei Zi.	**MS Ancient Civilizations B Unit 3: China Emerges** In a graded, summative assessment, students answer multiple choice questions about the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8:	Describe the contributions of classical and post classical China.	**MS Ancient Civilizations B Unit 4: Chinese Culture Spreads** The Qin Dynasty The Han Dynasty Chinese Inventions In text-based lessons, students learn to describe the contributions of classical and post classical China.	**MS Ancient Civilizations B Unit 4: Chinese Culture Spreads** Unit Test: Chinese Culture Spreads In a graded, summative assessment, students answer multiple choice questions about the contributions of classical and post classical China.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.	**MS Ancient Civilizations A**	**MS Ancient Civilizations A**

SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	**MS Ancient Civilizations B Unit 5: The Rise of Rome** The Roman Republic Through a text-based lesson, students learn to describe the government of the Roman Republic and its contribution to the development of democractic principles (separation of powers, rule of law, representative government, civic duty).	**MS Ancient Civilizations B Unit 5: The Rise of Rome** Essay: Roman Legacy In a graded writing product with rubric feedback from a teacher, students write an essay describing the legacy of ancient Rome's law, government, literature, and art in the modern world. Students must decide which aspect of Roman culture has had the most lasting impact, and defend their claim by citing research evidence.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.	**MS Ancient Civilizations Unit 4: Chinese Culture Spreads** Trade and the Silk Road Through a text-based lesson, students learn to explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.	**MS Ancient Civilizations Unit 4: Chinese Culture Spreads** Journal: Movement of Ancient Civilizations In this graded, formative writing assessment, students imagine life as a trader on the Silk Road, and then write a letter to family members describing the difficulties of the route, as well as people and places they would encounter along the way.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.	**MS Ancient Civilizations B Unit 8: From the Ancient World to Modern Times** China's Path to Modernity Through a text-based lesson, explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.	**MS Ancient Civilizations Unit 8: From the Ancient World to Modern Times** Unit Test: From the Ancient World to Modern Times In a graded, summative assessment, students answer multiple choice questions about explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.	**MS Ancient Civilizations B Unit 8: From the Ancient World to Modern Times** China's Path to Modernity Through a text-based lesson, students learn to dentify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.	**MS Ancient Civilizations Unit 8: From the Ancient World to Modern Times** Unit Test: From the Ancient World to Modern Times In a graded, summative assessment, students answer multiple choice questions about identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.	**MS Ancient Civilizations B Unit 6: The Birth of Christianity** Origins of Christianity Teachings of Jesus Religious Persecution Through text-based lessons, students learn to identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.	**MS Ancient Civilizations B Unit 6: The Birth of Christianity** Project: Ancient News Article In a graded writing product with rubric-based feedback, students create a newspaper article about an important event in ancient Roman history. Topic options include the arrest and death of Paul of Tarsus, the discovery of a secret Christian group, or the martyrdom of Christians at the Colosseum. To complete this project, students must perform research to identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization.	**MS Ancient Civilizations B Unit 5: The Rise of Rome** Daily Life in Rome Through a text-based lesson, students learn to describe the key achievements and contributions of Roman civilization.	**MS Ancient Civilizations B Unit 5: The Rise of Rome** Essay: Roman Legacy In a graded writing product with rubric feedback from a teacher, students write an essay describing the legacy of ancient Rome's law, government, language, literature, and art in the modern world. Students must decide which aspect of Roman culture has had the most lasting impact, and defend their claim by citing research evidence.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.	**MS Ancient Civilizations B Unit 5: The Rise of Rome** Daily Life in Rome Through a text-based lesson, students learn to explain the spread and influence of the Latin language on Western civilization.	MS Ancient Civilizations B Unit 5: The Rise of Rome Essay: Roman Legacy In a graded writing product with rubric feedback from a teacher, students write an essay describing the legacy of ancient Rome's law, government, language, literature, and art in the modern world. Students must decide which aspect of Roman culture has had the most lasting impact, and defend their claim by citing research evidence.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.	**MS Ancient Civilizations A Unit 4: Ancient Egypt** Through a text-based lesson with maps, students learn to describe the rise and fall of the ancient east African kingdoms African Kingdoms of Kush and Axum and Christianity's development in Ethiopia.	**MS Ancient Civilizations A Unit 4: Ancient Egypt** In this graded, summative assessment, students answer multiple choice that require them to describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**MS Ancient Civilizations A Unit 2: Development of Early Humans** Geographic Migration of Early Humans In this text based lesson, with illustrations, students will identify the key steps in the process of humans spreading throughout the globe.	**MS Ancient Civilizations A Unit 2: Development of Early Humans** Geographic Migration of Early Humans In this graded summative assesment, students will identify the key steps in the migration of humans.
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit Introduction In this lesson and every unit after, students will determine the meaning of words and phrases as they are used in a text, including specific vocabulary	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Unit 1 Test Students will identify key words and phrases from Unit one
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**MS Ancient Civilizations A Unit 2 Review** In this lesson, students will Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**MS Ancient Civilizations A Unit 2 Journal:** In this written assignment, students will write about a historical event in their own point of view
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Through the study of maps and timelines, students will intergrate visual information with other information.	**MS Ancient Civilizations A Unit 1: Introduction to Ancient Civilizations** Understanding Maps and Timelines Students will learn to intergrate visual information with other information in print and digital texts
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students learn to distinguish among fact, opinion, and reasoned judgement in a text	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students will cite specific textual evidence to support analysis of primary and secondary sources.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students learn to analyze the relationship between primary and secondary sources	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content.*		
	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**MS Ancient Civilizations Unit 2: Development of Early Humans** Geographic Migration of Early Humans Through a text-based lesson, students learn to Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	d. Establish and maintain a formal style.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**MS Ancient Civilizations A Unit 4 Project: Ancient Egypt Writing Assignment** In a graded writing product with rubric feedback from a teacher, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places Students will write an informative text narrating historical events	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places Students will write an informative text narrating historical events
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In an essay, students will introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In an essay, students will introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will use precise language and domain-specific vocabulary to inform about or explain the topic.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Establish and maintain a formal style and objective tone.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will establish and maintain a formal style and objective tone.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will establish and maintain a formal style and objective tone.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.	**MS Ancient Civilizations B Unit 8** Unit 8 Essay: Ancient Places In a graded writing assignment with rubric feedback from teacher, students will provide a concluding statement or section that follows from and supports the information or explanation presented.

Documentation of Alignment

MS Civics [3368]

Date of Correlation 02/08/2013

Standard ID	Benchmark	Content	Assessment
		Unit & Lesson Name	Assessment Name
LACC.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically by writing a public policy plan.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources by writing a public policy plan.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence by writing a public policy plan.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to establish and maintain a formal style.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to establish and maintain a formal style by writing a public policy plan.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to provide a concluding statement or section that follows from and supports the argument presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to provide a concluding statement or section that follows from and supports the argument presented by writing a public policy plan.

LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension by writing a public policy plan.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts by writing a public policy plan.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use precise language and domain-specific vocabulary to inform about or explain the topic.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use precise language and domain-specific vocabulary to inform about or explain the topic by writing a public policy plan.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Basics of Grammar and Effective Writing Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to establish and maintain a formal style and objective tone.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to establish and maintain a formal style and objective tone by writing a public policy plan.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to provide a concluding statement or section that follows from and supports the information or explanation presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to provide a concluding statement or section that follows from and supports the information or explanation presented by writing a public policy plan.
SS.7.C.1.1:	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	MS Civics Unit 2: Origins of American Government * Influence of Philosophers * Video: *All About the Enlightenment: The Age of Reason* Through a video clip and a text-based lesson, students learn to recognize how Enlightenment ideas influenced the Founding Fathers.	MS Civics Unit 2: Origins of American Government * Unit Test: Origins of American Government In a graded, summative assessment, students demonstrate their recognition of how Enlighttenment ideas including Montesquieu's view of separation of power, and John Locke's theories of natural law and the social contract, influenced the Founding Fathers by answering objective multiple choice questions.

SS.7.C.2.1:	Define the term "citizen," and identify legal means of becoming a United States citizen.	MS Civics Unit 1: Fundamentals of Government * Citizenship * Video: *Who is a Citizen?* Through a video clip and a text-based lesson, students learn to define citizenship, and identify legal means of becoming a United States citizen.	MS Civics Unit 1: Fundamentals of Government * Unit Test: Fundamentals of Government In a graded, summative assessment, students demonstrate their ability to define the "term" citizenship, and their ability to identify legal means of becoming a United States citizen by answering objective multiple choice questions.
SS.7.C.3.1:	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	MS Civics Unit 1: Fundamentals of Government * Forms of Government Through a text-based lesson, students learn to compare different forms of government.	MS Civics Unit 1: Fundamentals of Government * Unit Test: Fundamentals of Government In a graded, summative assessment, students demonstrate their ability to compare different forms of government (such as direct and representative democracy, socialism, communism, monarchy, oligarchy, and autocracy) by answering objective multiple choice questions.
SS.7.C.4.1:	Differentiate concepts related to United States domestic and foreign policy.	MS Civics Unit 8: The Chief Executive * Roles of the President * Executive Powers * Foreign Policy Powers * Video: *Foreign Policy and the Presidential Veto* * Video: *The Powers and Duties of the Executive Branch* Through text-based lessons and a video clip, students learn to differentiate concepts related to domestic and foreign policy by examining the president's roles as party leader in domestic political negotiations, and as chief diplomat in treaty negotiations and the establishment of foreign policy doctrine.	MS Civics Unit 8: The Chief Executive * Unit Test: The Chief Executive In a graded, summative assessment, students demonstrate their ability to differentiate concepts related to United States domestic and foreign policy by answering objective multiple choice questions.
SS.7.C.1.2:	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	MS Civics Unit 2: Origins of American Government * The English System * The Declaration of Independence * Video: *Writing the Declaration of Independence* Through text-based lessons and a video clip, students learn to trace the impact of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine's "Common Sense" on colonists' views of goverment.	MS Civics Unit 2: Origins of American Government In a graded, summative assessment, students demonstrate their ability to trace the impact of the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" on colonists' views of government by answering objective multiple choice questions.
SS.7.C.2.2:	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	MS Civics Unit 1: Fundamentals of Government * Citizenship * Video: *Who is a Citizen?* Through a text-based lesson and a video clip, students learn to evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	MS Civics Unit 1 Test: Fundamentals of Government * Unit Test: Fundamentals of Government In a graded, summative assessment, students demonstrate their ability to evaluate the obligations citizens to obey laws, pay taxes, defend the nation, and serve on juries by answering objective multiple choice questions.
SS.7.C.3.2:	Compare parliamentary, federal, confederal, and unitary systems of government.	MS Civics Unit 1: Fundamentals of Government * Forms of Government MS Civics Unit 4: Federalism * Federal, Unitary, and Confederate Governments Through a text-based lesson, students learn to compare parliamentary, federal, confederal, and unitary systems of government.	MS Civics Unit 4 Test: Federalism * Unit Test: Federalism In a graded, summative assessment, students demonstrate their ability to compare parliamentary, federal, confederal, and unitary systems of government by answering objective multiple choice questions.

SS.7.C.4.2:	Recognize government and citizen participation in international organizations.	MS Civics Unit 1: Fundamentals of Government * Citizenship Through a text-based lesson and Internet research activity, students learn to recognize government and citizen participation in international organizations by examining specific examples such as the United Nations, the International Atomic Energy Agency, the World Health Organization, Amnesty International, Greenpeace, and Doctors Without Borders.	MS Civics Unit 1 Test: Fundamentals of Government * Unit Test: Fundamentals of Government In a graded, summative assessment, students demonstrate their ability to recognize government and citizen participation in international organizations by answering objective multiple choice questions.
SS.7.C.1.3:	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	MS Civics Unit 2: Origins of American Government * The Declaration of Independence * Video: *Writing the Declaration of Independence* Through a text-based lesson and a video clip, students learn to describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	MS Civics Unit 2 Test: Origins of American Government * Unit Test: Origins of American Government In a graded, summative assessment, students demonstrate their ability to describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence by answering objective multiple choice questions.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.	MS Civics Unit 9: State and Local Government * Unit 9 Activity: Mock Election Instructions Through a text-based lesson, students experience the responsibilities of citizens at the local leel by conducting a mock election in which they vote for one of three hypothetical candidates based upon qualifications and policy positions on important local issues such as crime, education, and infrastructure maintenance.	MS Civics Unit 9: State and Local Government * Activity: Mock Election In a graded, formative writing product, students experience the responsibilities of citizens by conducting and reporting the results of a mock election. They present profiles of three hypothetical candidates for local office to an electorate consisting of themselves, their families, and their friends. Students then conduct a secret ballot, compile the results of the mock election, and conduct a run-off election if necessary. In a graded writing product, students present their mock election results and analyze reasons why they winning candidate may have been the most appealing to voters.
SS.7.C.3.3:	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.	MS Civics Unit 6: Civil Liberties * The Structure and Functions of the Judicial Branch * Video: *You, the Jury* MS Civics Unit 7: Congress * Video: *The Legislative Branch* * Organization of Congress * Bicameral Congress * Limitations on Congress * Sovereign Powers of Congress MS Civics Unit 8: The Chief Executive * Roles of the President * Foreign Policy Powers * Video: *Foreign Policy and the Presidential Veto* * *Military Powers* *Increases in Presidential Power * Video: *Powers and Duties of the Executive Branch* Through text-based lessons and video clips, students learn to illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.	MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties MS Civics Unit 7: Congress * Unit Test: Congress MS Civics Unit 8: The Chief Executive * Unit Test: The Chief Executive In a graded, summative assessment, students demonstrate their ability to illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution by answering objective multiple choice questions.

SS.7.C.4.3:	Describe examples of how the United States has dealt with international conflicts.	MS Civics Unit 8: The Chief Executive * Roles of the President * Foreign Policy Powers * Video: *Foreign Policy and the Presidential Veto* * Military Powers *Increases in Presidential Power * Video: *Powers and Duties of the Executive Branch* Through text-based lessons and video clips, students learn to describe examples of how the United States has dealt with international conflicts.	MS Civics Unit 8 Test: The Chief Executive In a graded, summative assessment, students demonstrate their ability to describe examples of how the United States has dealt with international conflicts by answering objective multiple choice questions.
SS.7.C.1.4:	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	MS Civics Unit 2: Origins of American Government * The Declaration of Independence * Video: *Writing the Declaration of Independence* Through a text-based lesson and a video clip, students learn to analyze the ideas and complaints set forth in the Declaration of Independence.	MS Civics Unit 2: Origins of American Government * Unit Test: Origins of American Government In a graded, summative assessment, students demonstrate their understanding of the ideas and complaints set forth in the Declaration of Independence by answering objective multiple choice questions.
SS.7.C.2.4:	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	MS Civics Unit 2: Origins of American Government * Establishing the Bill of Rights * Video: E*stablishing the Bill of Rights* MS Civics Unit 3: The Constitution of the United States * Structure of the Constitution * Amending the Constitution * The Incorporation Doctrine MS Civics Unit 6: Civil Liberties * Free Exercise Clause * Free Speech * Free Press * Freedom of Assembly and the Right to Petition * The Second and Third Amendments * The Fourth Amendment * The Fifth Amendment * The Sixth, Seventh, and Eighth Amendments * The Ninth and Tenth Amendments * The Post-Civil War Amendments * Video: *The Government and Civil Rights* Through text-based lessons and video clips, students learn to evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	MS Civics Unit 2: Origins of American Government * Unit Test: Origins of American Government MS Civics Unit 3: The Constitution of the United States * Unit Test: The Constitution of the United States MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties In graded, summative assessments, students demonstrate their ability to evaluate rights contained in the Bill of Rights and other amendments to the Constitution by answering objective multiple choice questions.

SS.7.C.3.4:	Identify the relationship and division of powers between the federal government and state governments.	MS Civics Unit 4: Federalism * Federal Responsibilities to the States * Video: *A Day That Shook the World: May 1, 1992* MS Civics Unit 7: Congress * Limitations on Congress * Soveriegn Powers of Congress MS Civics Unit 9: State and Local Government * Comparing State Governments Through text-based lessons and video clips, students learn to identify the relationship and division of powers between the federal government and state governments.	MS Civics Unit 7 Test: Congress MS Civics Unit 9 Test: State and Local Government In a graded, summative assessment, students demonstrate their ability to identify the relationship and division of powers between the federal government and state governments by answering objective multiple choice questions.
SS.7.C.1.5:	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	MS Civics Unit 2: Origins of American Government * Articles of Confederation MS Civics Unit7: Congress * Bicameral Congress Through text-based lessons, students learn to identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	MS Civics Unit 1 Test: Fundamentals of Government * Unit Test: Fundamentals of Government MS Civics Unit 2 Test: Origins of American Government * Unit Test: Origins of American Government MS Civics Unit 7: Congress * Unit Test: Congress In a graded, summative assessment, students demonstrate their ability to identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution by answering objective multiple choice questions.
SS.7.C.2.5:	Distinguish how the Constitution safeguards and limits individual rights.	MS Civics Unit 2: Origins of American Government * Establishing the Bill of Rights * Video: *Establishing the Bill of Rights* MS Civics Unit 6: Civil Liberties * Terms of Liberty * The Bill of Rights Video: *Establishing the Bill of Rights* * Free Speech * Freedom of Assembly and the Right to Petition * Second and Third Amendments * The Fourth Amendment * The Fifth Amendment * The Sixth, Seventh, and Eighth Amendments * The Ninth and Tenth Amendments * The Post-Civil War Amendments * Discrimination and Prejudice * Video: *The Civil Rights Movement* * Video: *The Government and Civil Rights* Through text-based lessons and video clips, students learn to distinguish how the Constitution safeguards and limits individual rights. They study each amendment of the Bill of Rights, and consider examples of each principle in action. They also examine how the post-Civil War amendments have protected citizens from discrimination and prejudice.	MS Civics Unit 2: Origins of American Government * Unit Test: Origins of American Government MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties In graded, summative assessments, students demonstrate their ability to distinguish how the Constitution safeguards and limits individual rights. They study each amendment of the Bill of Rights, and consider examples of each principle in action. They also examine how the post-Civil War amendments have protected citizens from discrimination and prejudice by answering objective multiple choice questions.

SS.7.C.3.5:	Explain the Constitutional amendment process.	MS Civics Unit 3: The Constitution of the United States * Amending the Constitution Through a text-based lesson, students learn to explain the Constitutional amendment process.	MS Civics Unit 3 Test: The Constitution of the United States In a graded, summative assessment, students demonstrate their ability to explain the Constitutional amendment process by answering objective multiple choice questions.
SS.7.C.1.6:	Interpret the intentions of the Preamble of the Constitution.	MS Civics Unit 3: The Constitution of the United States * Structure of the Constitution * Video: *Our Constitution: The Document that Gave Birth to a Nation* MS Civics Unit 6: Civil Liberties * Terms of Liberty Through text-based lessons and a video clip, students learn to interpret the intentions of the Preamble of the Constitution.	MS Civics Unit 3: The Constitution of the United States * Unit Test: The Constitution of the United States MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties Students answer demonstrate their ability to to interpret the intentions of the Preamble of the Constitution by answering objective multiple choice questions.
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.	MS Civics Unit 6: Civil Liberties * The Structure and Functions of the Judicial Branch * The Sixth, Seventh, and Eighth Amendments * Video: *You, the Jury* Through text-based lessons and a video clip with transcript, students learn to simulate the trial process and the role of juries in the administration of justice. In the accompanying practice exercise, students select a recent court case and consider what verdict they would reach if they had served on the jury.	MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties In a graded, summative assessment, students demonstrate their understanding of the trial process and the role of juries in the administration of justice by answering objective multiple choice questions.
SS.7.C.3.6:	Evaluate Constitutional rights and their impact on individuals and society.	MS Civics Unit 6: Civil Liberties * Discrimination and Prejudice * Video: *The Civil Rights Movement* * Video: *Government and Civil Liberties* Through a text-based lesson and in video clips, students evaluate Constitutional rights and their impact on individuals and society by examining the examples of the civil rights and women's rights movements.	MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties In a graded, summative assessment, students demonstrate their ability to evaluate Constitutional rights and their impact on individuals and society by answering objective multiple choice questions.
SS.7.C.1.7:	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.	MS Civics Unit 3: The Constitution of the United States * Principles of the Constitution * Video: *Our Constitution: The Document that Gave Birth to a Nation* Through a text-based lesson and a video clip, students learn to describe how the constitution limits the powers of government through separation of powers and checks and balances.	MS Civics Unit 3: The Constitution of the United States * Unit Test: The Constitution of the United States In a graded, summative assessment, students demonstrate their ability to describe how the Constitution limits the powers of government through separation of powers and checks and balances by answering objective multiple choice questions.

SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.	MS Civics Unit 9: State and Local Government * Unit 9 Activity: Mock Election Instructions Through a text-based lesson, students prepare to conduct a mock election (and run-off, if necessary), report the results, and analyze the outcome.	MS Civics Unit 9: Congress Activity: Mock Election In a graded, formative writing product, students conduct amd report the results of a mock election. They present profiles of three hypothetical candidates for local office to an electorate consisting of themselves, their families, and their friends. Students then conduct a secret ballot, compile the results of the mock election, and conduct a run-off election if necessary. In a graded writing product, students present their mock election results and analyze reasons why they winning candidate may have been the most appealing to voters.
SS.7.C.3.7:	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.	MS Civics Unit 1: Fundamentals of Government * Citizenship MS Civics Unit 3: The Constitution of the United States * Structure of the Constitution * Constitutional vs. Statutory Law * The Incorporation Doctrine MS Civics Unit 6: Civil Liberties * The Post-Civil War Amendments * Non-Legislative Functions * Trade Powers of Congress * Video: *The Civil Rights Movement* Through text-based lessons and a video clip, students analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.	MS Civics Unit 1: Fundamentals of Government * Unit Test: Fundamentals of Government MS Civics Unit 3: The Constitution of the United States * Unit Test: The Constitution of the United States MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties In a graded, summative assessment, students demonstrate their ability to analyze the impact of constitutional amendments on monitority groups in the American political process by answering objective multiple choice questions.
SS.7.C.1.8:	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	MS Civics Unit 2: Origins of American Government * The Constitutional Convention * Opposition to the Constitution * Establishing the Bill of Rights MS Civics Unit 3: The Constitution of the United States * Ratification and Political Parties Through text-based lessons, students learn to explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of right	MS Civics Unit 2: Origins of American Government * Unit Test: Origins of American Government MS Civics Unit 3: The Constitution of the United States * Unit Test: The Constitution of the United States In a graded, summative assessment, students demonstrate their ability to explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights by answering objective multiple choice questions.
SS.7.C.2.8:	Identify America's current political parties, and illustrate their ideas about government.	MS Civics Unit 7: Congress * Policitial Parties Through a text-based lesson, students learn to identify America's current political parties, and illustrate their ideas about government.	MS Civics Unit 7 Test: Congress * Unit Test: Congress In a graded, summative assessment, students demonstrate their ability to identify America's current political parties, and illustrate their ideas about government by answering objective multiple choice questions.

SS.7.C.3.8:	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.	MS Civics Unit 6: Civil Liberties * The Structure and Functions of the Judicial Branch MS Civics Unit 7: Congress * Video: *The Legislative Branch* * Limitations on Congress * Powers of Congress * Video: *The Powers of the Legislative Branch* * Sovereign Powers of Congress * Financial Powers * Trade Powers of Congress * Bi-Cameral Congress MS Civics Unit 8: The Chief Executive * Roles of the President * Executive Power * Executive Branch * Legislative Powers * Judicial Powers * Foreign Policy Powers * Military Powers In text-based lessons, students learn to analyze the structure, functions, and processes of the legislative, executive, and judicial branches.	MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties MS Civics Unit 7: Congress * Unit Test: Congress MS Civics Unit 8: The Chief Executive * Unit Test: The Chief Executive In graded, summative assessments, students demonstrate their ability to analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
SS.7.C.1.9:	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	MS Civics Unit 2: Origins of American Government * Principles of the U.S. Government Through a text-based lesson, students learn to define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	MS Civics Unit 2: Origins of American Government * Unit Test: Origins of American Government In a graded, summative assessment, students demonstrate their ability to define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.7.C.2.9:	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.	MS Civics Unit 9: State and Local Government * Unit 9 Activity: Mock Election Instructions Through a text-based lesson, students learn to evaluate candidates for political office by analyzing profiles that describe three different hypothetical candidates for local office. The profiles detail each candidate's qualifications, experience, and issue-based platforms.	MS Civics Unit 9: State and Local Government * Activity: Mock Election In a graded, formative writing product, students conduct a mock election. They must analyze the hypothetical candidates' qualifications, experience, and issue-based platforms, and then report the results.
SS.7.C.3.9:	Illustrate the law making process at the local, state, and federal levels.	MS Civics Unit 7: Congress * Legislation Through a text-based lesson and a practice activity, students learn to illustrate the law making process at the local, state, and federal levels.	MS Civics Unit 7: Congress * Unit Test: Congress In a graded, summative assessment, students demonstrate their ability to illustrate the law making process at the state, local, and federal level.

SS.7.C.2.10:	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	MS Civics Unit 3: The Constitution of the United States * Democracy or Republic? MS Civics Unit 6: Civil Liberties * Free Press *Freedom of Assembly and the Right to Petition * Free Speech MS Civics Unit 7: Congress * Legislation Through text-based lessons, students examine the impact of media, individuals, and interest groups on monitoring and influencing government.	MS Civics Unit 3 Test: The Constitution of the United States *Unit Test: The Constitution of the United States MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties MS Civics Unit 7: Congress * Unit Test: Congress Students demonstrate their ability to examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.3.10:	Identify sources and types (civil, criminal, constitutional, military) of law.	MS Civics Unit 3: The Constitution of the United States * Constitutional vs. Statutory Law Through a text-based lesson, students identify sources and types (civil, criminal, constitutional, military) of law.	MS Civics Unit 3: The Constitution of the United States * Unit Test: The Constitution of the United States In a graded, summative assessment, students demonstrate their ability to identify sources and types (civil, criminal, constitutional, military) of law by answering objective multiple choice questions.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).	MS Civics Unit 7: Congress * Political Parties In a text-based lesson, students learn to analyze media and political communications (bias, symbolism, propaganda).	MS Civics Unit 7: Congress * Unit Test: Congress In a graded, summative assessment, students demonstrate their ability to analyze media and political communications by answering objective multiple choice questions.
SS.7.C.3.11:	Diagram the levels, functions, and powers of courts at the state and federal levels.	MS Civics Unit 6: Civil Liberties * The Structure and Functions of the Judicial Branch In a text-based lesson with an interactive multimedia activity, students learn to diagram the levelsm functions, and powers of the courts at the state and federal level. In the interactive activity, students sort elements of the court system according to their level, function, and type (state or federal).	MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties In a graded, summative assessment, students demonstrate their ability to diagram the levels, functions, and powers of courts at the state and federal levels by answering objective multiple choice questions.
SS.7.C.2.12:	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions In a text-based lesson, students learn to develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.	MS Civics Unit 9: State and Local Government * Unit 9 Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action by researching an issue and writing a letter to their city council.

SS.7.C.3.12:	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.	MS Civics Unit 3: The Constitution of the United States * Interpretation of the Constitution [Marbury v. Madison] * Discrimination and Prejudice [Plessy v. Ferguson, Brown v. Board of Education] * The Fifth Amendment [Miranda v. Arizona] * The Sixth, Seventh, and Eighth Amendments [Gideon v. Wainwright] * Free Speech [Tinker v. Des Moines] * Executive Powers [United States v. Nixon] * The Electoral College [Bush v. Gore] Through text-based lessons, students learn to analyze the significance and outcomes of landmark Supreme Court cases by answering objective multiple choice questions.	MS Civics Unit 3 Test: The Constitution of the United States *Unit Test: The Constitution of the United States MS Civics Unit 6: Civil Liberties * Unit Test: Civil Liberties MS Civics Unit 7: Congress * Unit Test: Congress Students demonstrate their ability to examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.	MS Civics Unit 9: State and Local Government * Unit 9 Activity: Mock Election Instructions Through a text-based lesson, students examine multiple perspectives on public and current issues by examining the policies of three hypothetical candidates for local office. Each candidate takes a unique position on the apportionment of city funds to meet the needs of education, law enforcement, and infrastructure maintenance. Students must evaluate the candidates' positions and select one to vote for as part of conducting a mock election.	Ms Civics Unit 9: State and Local Government MS Civics Unit 9 Activity: Mock Election Students present profiles of three hypothetical candidates for local office to an electorate consisting of themselves, their family, and their friends. Before voting by secret ballot, each member of the electorate must examine each candidate's position onby the apportionment of city funds to meet the needs of education, law enforcement, and infrastructure maintenance. Students must analyze the mock election results, and present them as part of a graded written product.
SS.7.C.3.13:	Compare the constitutions of the United States and Florida.	MS Civics Unit 3: The Constitution of the United States * Primary and Secondary Sources * Video: Old Faithful Sources Through a video clip and a text-based lesson, students learn to compare the constitutions of the United States and their home state.	MS Civics Unit 3: The Constitution of the United States * Assignment: Comparing Constitutions In a graded, formative graphic organizer, students demonstrate their ability compare the constitutions of the United States constitution and their home state by completing a Venn diagram.
SS.7.C.2.14:	Conduct a service project to further the public good.	MS Civics Unit 5: Service Learning Project * Service Learning Project Requirements * Community Service * Video: *Volunteering* * Identifying Needs in Your Community Through text-based lessons, students prepare to conduct a service learning project to further the public good.	MS Civics Unit 5: Service Learning Project MS Civics Unit 5 Assignment: Why I Chose This Project In a graded long-answer writing product, students describe the service learning project they have chosen to conduct, and explain why they chose that particular project. * MS Civics Unit 5 Activity: Service Log Students maintain and submit a log that details the dates and times of their service project activities. For each entry, students must include notes about the specific tasks they have performed. * MS Civics Unit 5 Paper: Reflection and Report In a graded writing product, students reflect upon what they have learned about their communities during the course of their service projects.

SS.7.C.3.14:	Differentiate between local, state, and federal governments' obligations and services.	MS Civics Unit 4: Federalism * Inter-government Relations * Tensions of Federalism * Growth of Federal Power Federal Responsibilities to the States MS Civics Unit 9: State and Local Government * Comparing State and Governments * County Governments * City Governments * Other Governments * Video: State Government * Video: Local Community Government Through text-based lessons and video clips with transcripts, students differentiate between local, state, and federal governments' obligations and services.	MS Civics Unit 4: Federalism * Unit Test: Federalism MS Civics Unit 9: State and Local Governement * Unit Test: State and Local Government Students answer objective, multiple choice questions to demonstrate their ability to differentiate between local, state, and federal governments' obligations and services.
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to cite specific textual evidence to support analysis of primary and secondary sources.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to cite specific textual evidence to support analysis of primary and secondary sources by writing a public policy plan.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	MS Civics Unit 3: The Constitution of the United States * Primary and Secondary Sources * Video: *Old Faithful Sources* Through a video clip and a text-based lesson, students learnt to determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	MS Civics Unit 3: The Constitution of the United States Unit Test: The Constitution of the United States In a graded, summative assessment, students demonstrate their ability to determine the central ideas or information of a primary or secondary sourec, and provide an accurate summary of the source distinct from prior knowledge or opinions, by answering objective multiple choice questions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	MS Civics Unit 7: Congress Assignment: How a Bill Becomes a Law Instructions Through a text-based lesson, students learn to identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	MS Civics Unit 7: Congress Assignment: How a Bill Becomes a Law In a graded, summative writing product, students demonstrate their ability to identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	MS Civics Unit 7: Congress * Political Parties Through a text-based lesson, students learn to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	MS Civics Unit 7: Congress Unit Test: In a graded, summative assessment, students demonstrate their ability to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies by answering objective multiple choice questions.

LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	MS Civics Unit 7: Congress * Political Parties Through a text-based lesson, students learn to identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	MS Civics Unit 7: Congress In a graded, summative assessment, students demonstrate their ability to identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) by answering objective multiple choice questions.
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.	MS Civics Unit 7: Congress * Political Parties In a text-based lesson, students learn to distinguish among fact, opinion, and reasoned judgment in a text.	MS Civics Unit 7: Congress * Unit Test: Congress In a graded, summative assessment, students demonstrate their ability to distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.	MS Civics Unit 3: The Constitution of the United States * Primary and Secondary Sources * Video: *Old Faithful Sources* Through a video clip and a text-based lesson, students learn to analyze the relationship between a primary and secondary source on the same topic.	MS Civics Unit 3 Test: The Constitution of the United States Unit Test: The Constitution of the United States In a graded, summative assessment, students demonstrate their ability to analyze the relationship between a primary and secondary source on the same topic by answering objective multiple choice questions.
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content*.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to write arguments focused on discipline-specific content.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to write arguments focused on discipline-specific content by writing a public policy plan.
	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically by writing a public policy plan.
	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources by writing a public policy plan.

	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence by writing a public policy plan.
	d. Establish and maintain a formal style.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to establish and maintain a formal style.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to establish and maintain a formal style by writing a public policy plan.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to provide a concluding statement or section that follows from and supports the argument presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to provide a concluding statement or section that follows from and supports the argument presented by writing a public policy plan.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	MS Civics Unit 7: Congress Assignment: How a Bill Becomes a Law Instructions In a text-based lesson, students learn to write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	MS Civics Unit 7: Congress Assignment: How a Bill Becomes a Law In a graded, summative writing assignment, students demonstrate their ability to write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by describing how a bill becomes a law.
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension by writing a public policy plan.
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples by writing a public policy plan.

	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts by writing a public policy plan.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use precise language and domain-specific vocabulary to inform about or explain the topic.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use precise language and domain-specific vocabulary to inform about or explain the topic by a public policy plan.
	e. Establish and maintain a formal style and objective tone.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to establish and maintain a formal style and objective tone.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to establish and maintain a formal style and objective tone by writing a public policy plan.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to provide a concluding statement or section that follows from and supports the information or explanation presented.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to provide a concluding statement or section that follows from and supports the information or explanation presented by writing a public policy plan.
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by writing a public policy plan.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to (with some guidance and support from peers and adults) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed by writing a public policy plan.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently by writing a public policy plan.

LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	In a graded, summative writing product, students demonstrate their ability to gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation by writing a public policy plan.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan Instructions Supported by the "Basics of Grammar and Effective Writing" resource, a rubric, and direct teacher interaction, students learn to draw evidence from informational texts to support analysis reflection, and research.	MS Civics Unit 9: State and Local Government * Paper: Public Policy Plan In a graded, summative writing product, students demonstrate their ability to draw evidence from informational texts to support analysis reflection, and research.
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	MS Civics Unit 3: The Constitution of the United States * Activity: Comparing Constitutions Instructions MS Civics Unit 5: Service Learning Project * Assignment: Why I Chose This Project * Activity: Service Log * Paper: Reflection and Report MS Civics Unit 7: Congress * Unit 7 Activity: Who Represents Me? Instructions MS Civics Unit 9: State and Local Government * Activity: Mock Election Instructions * Paper: Public Policy Plan Instructions Through both brief written activities and full-length graded summative writing produts, students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	MS Civics Unit 3: The Constitution of the United States * Activity: Comparing Constitutions MS Civics Unit 5: Service Learning Project * Assignment: Why I Chose This Project * Activity: Service Log * Paper: Reflection and Report MS Civics Unit 7: Congress * Unit 7 Activity: Who Represents Me? MS Civics Unit 9: State and Local Government * Unit 9 Activity: Mock Election * Unit 9 Paper: Public Policy Plan In both brief written activities and full-length graded summative writing produts, students demonstrate their ability to write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard ID	Benchmark	Bloom's Level		Alignment Citation				Gap Analysis	Recommendations	Type of Revision Needed
				Content		Assessment				
		Expected	Observed	Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name			
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			344150	U.S. Government Unit 6 Paper: Job Performance Through a graded persuasive essay, students explain their opinion of the job performance of the current president of the United States by distiguishing the claims from opposing claims, using examples from their research.	344150	U.S. Government: Unit6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will write a persuasive essay that will introduce and distiguish claims and establish clear relationships among the claims and counterclaims by presenting reasons and evidence			
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a historical form and in a manner that anticipates the audiance's knowledge level and concerns	344150	U.S. Government: Unit 6 Paper: Job Performance Through a graded writing product, students will Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use words, phrases, and clauses to link major reasons and claims between claims and counterclaims.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			

LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of historical writing.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of historical writing.			
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows form or supports the argument presented.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students provide a concluding statement that follows the argument presented.			
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will learn how to itroduce a topic and organize ideas, concepts, and information to make important connections and distinctions to aid in comprhension.	344150	U.S. Government: Unit65 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will introduce a topic and organize ideas,concepts, and information to make important connections and distinctions.			
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will develop a topic with well-chosen, rlevant, and sufficient facts, extended definitions, concrete details, qoutations, or other examples appropriate to the audiances' knowledge of the subject.	344150	U.S. Government: Unit 6 Paper: Job Performance Students will develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations. or other information and examples appropriate to the audience's knowledge of the topic,In a graded writing product with rubric feedback from a teacher.			
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use varied trasitions and sentence structures to link to major sections of the text, create cohesion, and clarify the relationship among ideas and concepts.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use varied transitions and sentence structures to link to major sections of the text, create cohesion, and clarify the relationships among ideas and consepts.			
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will learn how to use precise language and history specific vocabulary to manage the complexity of thr topic and convey a style appropriate to the discipline and context as well as to the readers expertise.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use precise language and history specific vocabulary to manage the complexity of the topic and convey a style appropriate to history and context as well as to the expertise of likely readers.			
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone.	344150	U.S. Government: Unit 6 Paper: Job Performance Students will establish and maintain a formal style and objective tone while attending to the norms and conventions of history, In a graded writing product with rubric feedback from a teacher.			
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows form and supports the information.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will providing a concluding statementor section that follows form and supports the information or explanation presented.			

SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.			344121 344132	U.S. Government Unit 1:Ideals of Democracy In a text-based lesson including practice exercises, students will evaluate, take and defend positions on the founding ideals and principles in American Constitutional government.	344121	U.S. Government: Unit 1: Ideals of Democracy Flash Card Activity In an interactive multimedia activity, students will evaluate, take and defens positions on the founding ideals and principles in American Constitutional government.			
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.			349753	U.S. Government Unit7: Citizenship and Responsibilities students will use an interactive worksheet, text based learning, and a video to evaluate the citeria of United States citizenship; including citizenship by birth, naturalization and what a non-citizen is.	120861	U.S. Government: Unit7 Assignment: Citizenship Unit 7 Assignment: Citizenship: after an interactive worksheet, and audio-visual presentation, students will demonstrate the ability to evaluate the constitutional provisions establishing citizenship as well as assess the criteria among citizens, through a series of multiple choice questions.			
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.			344132	U.S. Government Unit 3:Principles of the Constitution using graphic representation, illustrations, text based instructions, and a multi-media presentation, students will examine the constitutional principle of representative government, consent of the goveverned, rule of law, and individual rights.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution Students will answer multiple choice questions over the constitutional principles of representative and limited government, consent of the governed, rule of law, and individual rights.			
SS.912.C.4.1:	Explain how the world's nations are governed differently.			344119	U.S. Government Unit 1: Forms of Government Governments of the World using illustrations, maps, audio visual presentations, and text based lessons,students will explain how the world's nations are governed.	120778	U.S. Government: Unit 1 Assignment: Forms of Government Students will explain how the nations of the world are governed and the differences of those governments in a series of mutiple choice questions.			

SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.									
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.			344167	U.S. Government Unit 8: Individual Political Participation using text based lessons, real life examples and visual illustrations, students will evaluate the importance of political and civic participation.	117877	U.S. Government: Unit 8 Test In a graded formative assessment, students answer multiple choice questions evaluating the importance of political and civic participation.			
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.			350526	U.S. Government Unit 3: Federalism By way of colorful illustrations and real life examples, Students will define federalism and identify examples of the powers granted and denied to both states and the national government.	120858	U.S. Government: Unit 3 Assignment: Federalism Using a series of multiple choice questions, as well as a written paper, students will define federalism and identify examples of the powers granted and denied to states and the national government.			
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.			350529	U.S. Government Unit 6:United States Foreign Policy Using pictures, descriptions and real life examples, students will be able to evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.	120773	U.S. Government: Unit 6 Paper: The United States and International Law In an essay appoximately one page long, students will research an international organization and evaluate the influence of American foreign policy.			
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.			344129	U.S. Government Unit 3: Creating the Constitution Students will be able to follow the path of approval for the US Constitution by looking at reasoning and arguments presented by the opposing sides and how those supported their claims in an illustrated, text based lesson.	344129	U.S. Government Unit 3: Creating the Constitution Practice Activity In a practice activity, students will read *Federalist 10* and discuss the reasoning and evidence that supports James Madison's argument for ratifying the Constitution.			

SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.			344128 344129	U.S. Government Unit 2:Establishing the First Government Creating the Constitution using text, diagrams and audio-visual presentations, students will evaluate the ideals and principles of the founding documents that shaped American Democracy.	117843	U.S. Government: Unit 2 Test: Constitutional Origins In a multiple choice assesment, students answer multiple choice questions over the ideals and principles of the founding documents that shaped American Democracy.			
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.			349753 344167	U.S. Government Unit 7:Citizenship and Responsibilities Unit 7:Individual Political Participation by examining real life examples, illustrations and audio visual presentations ,students will experience the responsibilities of citizens at the local, state, and federal level.	120861 120769	U.S. Government: Unit 6 Assignment: Citizenship Unit 7 Assignment: Individual Political Participation In a graded formative assessment, students answer multiple choice questions about the responsibilities of citizens at the local, state and federal level.			
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.			344137 344138 344145	U.S. Government Unit 4 The Structure of Congress Powers of Congress Organization of Congress In several illustrated lessons, power point presentations, and real life examples, students will analyze the structures, functions, and processes of the legislative branch.	117868	U.S. Government: Unit 4 Test Students will participate in an interactive chat with peers about the role played by Congress; and answer multiple choice questions about the legislative branch.			
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.				U.S. Government Unit 6: The Executive Branch United States Foreign Policy practice activity: Students will visit website and briefly compare human rights policies of the U S and one other nation.		U.S. Government Unit 6: The Executive Branch United States Foreign Policy practice activity: Students will visit website and briefly compare human rights policies of the U S and one other nation.			

SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.			344129	U.S. Government Unit 2: Creating the Constitution Students will read primary source documents written by the two opposing sides of the ratification of the Constitution and analyze and categorize the diverse viewpoints of the Federalists and Anti-Federlaists.	117843	U.S. Government: Unit 2 Test: Constitutional Origins In a graded formative assessment, students answer multiple choice questions analyzing and categorizing the diverse viewpoints presented by the Federalists and Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.			
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.			344159	U.S. Government Unit 7: Civil Liberties By looking at real life examples, viewing audio visual presentations, illustrations, and interactive activities, students will evaluate and defend positions on issues that cause the government to balance the interests of individuals with the public good.	120765	U.S. Government: Unit 7 Paper: Civil Rights and Liberties In a first person account , students will give a report about particular Supreme Court cases and how they affect them. They will discuss issues that cause the government to balance the interest s of individuals with the public good.			
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.			350528 344151	U.S. Government Unit 6: Structure of the Executive Branch Presidential Powers Using Audio visual presentations, practice activities, practice activities, and an interactive lesson, students will analyze the functions, structure, and processes of the Executive Branch.	120781	U.S. Government: Unit 6 Paper: The United States and International Law In a graded first person essay, with feedback from a teacher, students analyze the structures, functions, and processes of the Executive Branch by using a real life scenario.			
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.			344119	U.S. Government Unit 1: Forms of Governments Using, multi media, real life examples, and video demonstrations, students will compare indicators of democratization in multiple countries.	120853	U.S. Government: Unit 1 Discussion: Ideals of Democracy in an interactive discussion, students will compare indicators of democratization in multiple countries.			

SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.			344131 344132	U.S. Government Unit 3: Structure of the Constitution Principles of the Constitution by reading a copy of the Constitution, viewing a video presentation, and looking at real life examples, students will evaluate how Constitutional amendments reflect important political principles.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution In a graded formative assessment, and an interactive discussion, students will evaluate how the Constitution and its amendments reflect important political priciples.			
SS.912.C.2.5:	Conduct a service project to further the public good.				U.S. Government Unit 5: Service Project Service Learning Requirements Community Service Video: Volunteering Identifying Needs in your Community Students will conduct a service project to further the public good		U.S. Government Unit 5: Service Project Students will conduct a service project to further the public good			
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy.			350530	U. S. Government Unit 6: The Executive Branch Executive Departments In a text based lesson, with a practice activity, students will iIdentify the impact of independent regulatory agencies in the federal bureaucracy.	120781	U. S. Government Unit 6 Assignment: The Structure and Powers of The Executive Branch in a series of multiple choice questions, students will identify the impact of independent regulatory agencies in the federal bureaucracy			
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.			344135	U.S. Government Unit 3: Changing the Constitution Using visual presentations, text based instruction, and interactive feedback activities, students will evaluate, take and defend positions about rights protected by the Constitution and the Bill of Rights.	120775	U.S. Government: Unit 3 Discussion: Changing the Constitution In an interactive discussion with peer and teacher feedback, students will discuss how rights are protected by the Constitution and Bill of Rights.			
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.			350531 350532	U.S. Government Unit 7:Court System Structure Through a power point presentation, multimedia, and real life examples, students will analyze In the structures, functions, and processes of the judicial branch will be analyzed by students.	120783	U.S. Government: Unit 7 Assignment: The Supreme Court in Action In a graded formative assessment, students answer multiple choice questions analyzing the structures, functions, and processes of the Judicial branch.			

SS.912.C.2.7:	Explain why rights have limits and are not absolute.			344160	U.S. Government Unit 7: Civil Rights Using graphic displays, videos and real life examples, students will explain why rights are limited and not absolute.	120771	U.S. Government: Unit 7 Assignment: Civil Rights and Liberties In a series of multiple choice questions, students explain why rights are not absolute and have limits.			
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.			344158	U.S. Government Unit 7: Supreme Court History With practical, real life examples and practice exercises, students will explain the role of judicial review.	117868	U.S. Government: Unit 7 Test In a series of multiple choice questions, and an interactive discussion with peers and teacher, students will describe the role of judicial review.			
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.			344167	U.S. Government Unit 8: Individual Political Participation Through interactive activities, multimedia, and text based teaching, students will analyze the impact that citizen particiaption has on achieving political and social change	120768	U.S. Government: Unit 8 Activity: Political Participation Letter Students will write a first person letter analyzing the impact of citizen participation as a means to achieve political and social change.			
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.			350532	U.S. Government Unit 7: Court System Structure The role of judges on both the state and federal levels with other elected officials will be taught to students using illustrations, real life examples, multimedia and a text based lesson.	120782	U.S. Government: Unit 7 Assignment: Court System Structure In a graded formative assessment and an interactive discussion, students will answer multiple choice questions comparing the roles of judges on the state and federal level with other elected oficials.			
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.			349829	U.S. Government Unit 3: Tribal Sovereignty and the Dakota War of 1862 In a series of primary source readings, students will compare and contrast the events of the Dakota War of 1862 from both the native american and Union soldier's perspective.	120875	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In this writing, students will write from three viewpoints about an event in American History			

SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.			344159	U.S. Government Unit 6: Civil Liberties By examining the principles contained in primary source document sstudents will identify the expansion of civil rights and liberties.	120771	U.S. Government: Unit 6 Assignment: Civil Rights and Liberties In a graded formative assessment, students will identify the expansion of civil rights and liberties by examining the principles contained in primary documents.			
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.			350532	U.S. Government Unit 6: Court System Structure Students will analyze the levels and responsibilities of both federal and state judicial systems through primary source documents and illustrations with multimedia presentations.	120782	U.S. Government: Unit 6 Assignment: Court System Structure In a graded formative assessment, and through an interactive discussion, students will analyze the various levels and responsibilities of courts in the federal and state judicial system.			
SS.912.C.2.10:	Monitor current public issues in Florida.				U.S. Government Unit 5: Service Project Identifying Needs in your Community Students will monitor current public issues in Florida.		U.S. Government Unit 5: Service Project Identifying Needs in your Community Students will monitor current public issues in Florida.			
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.			344158	U.S. Government Unit 7: Supreme Court History Students will examine selected landmark Supreme Court cases and their significance through videos, multimedia presentations and interactive experainces .	120783	U.S. Government: Unit 7 Assignment: The Supreme Court in Action Through a graded writing product, students will evaluate the significance and outcomes of landmark Supreme Court cases.			
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.			349821	U.S. Government Unit 7: Public Policy by using real life examples,and first hand accounts, students will analyze public policy solutions to resolve an issue.	117877	U.S. Government: Unit 7 Activity: Political Participation Letter In a simulation assessment, students will analyze a current issue and analyze policy solutions or courses of action by attemptingf to persuade a senator to look at their chosen issue.			

SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.			344131	U.S. Government Unit 3: Structure of the Constitution By reading and closely examining the U.S. Constitution, students will contrast safegaurds and limitations on individual rights.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution In a series of multiple choice questions, and practice activities, Students will contrast how the Constitution both safegaurds and limits individual rights.			
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.			344166	U.S. Government Unit 8 Elections In a text based lesson, with real life examples, students will explain the changing roles of radio, television, the press and internet on political communication.	120768	U.S. Government Unit 8 Elections Political Participation letter In a written assignment, students will explain the changing roles of radio, television, the press and internet on political communication.			
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.			344157	U.S. Government Unit 7: The Supreme Court in Action In a text based lesson, students will simulate the judicial decision making process in interpreting law at the state and federal level	120783	U.S. Government Unit 7: The Supreme Court in Action in a series of multiple choice questions, students will simulate the judicial decision-making process in interpreting law at the state and federal level.			
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.				U.S. Government Unit 8 Elections In a text based lesson, with real life examples, students will analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.	120768	U.S. Government Unit 8 Elections Political Participation letter In a written assignment, students will analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.			
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.			350574	U.S. Government Unit 3: City and County Governments By looking at examples of state, county and city governments with illustrations and practice activities, students will illustrate how government affects the daily lives of citizens.	120788	U.S. Government: Unit 3 Paper: Comparing Local, State, and Federal Governments In a graded writing product with rubric feedback from a teacher, students will give real life examples of how government affects the daily lives of citizens at the local, state, and federal level.			

SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.			344166	U.S. Government Unit 8: Elections with examples from past elections and practice activities, students will be able to evaluate the processes and results of an election.	120767	U.S. Government: Unit 8 Assignment; Political Parties, Campaigns and Elections In a graded formative assessment, students answer multiple choice questions evaluating the processes and results of an election.			
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).			344131	U.S. Government Unit 3: Structure of the Constitution In a visual demonstration, examples and text based teaching, students will examine constitutional powers.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution in a series of multiple choice questions, students will examine constitutional powers.			
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.			349821	U.S. Government Unit 8: Public Policy By reading current event news stories, mutlimedia presentations, and visual demonstrations, students will evaluate the origins and roles of political parties, media, individuals, and interest groups in determining and shaping public policy.	117877	U.S. Government: Unit 8 Test In a graded formative assessment, students answer multiple choice questions evaluating the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.			
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.			344132	U.S. Government Unit 3:Principles of the Constitution by closely examing charts and diagrams as well as a powerpoint lesson and practice activities, Students will examine how power and responsibility are shared, distrubuted and limited by the Constitution.	344132	U.S. Government: Unit 3 Principles of the Constitution Goat Race Activity in an interactive activity, students will examine how power and responsibility are distributed, shared, and limited by the Constitution.			
SS.912.C.2.16:	Analyze trends in voter turnout.			344167	U.S. Government Unit 8: Individual Political Participation By looking at recent data in chart form, reading about current trends and a practice activity, students will analyze trends in voter turnout.	120769	U.S. Government: Unit 8 Assignment: Individual Political Participation Students will examine charts and graphs and answer multiple choice questions Analyzing trends in voter turnout.			

SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.			344166	U.S. Government Unit 8: Elections In a text based lesson, with illustrations, students will interpret population growth and other demographic data for any given place.	120767	U.S. Government Unit 8 assignment: Political Parties, Campaigns, and Elections In a series of multiple choice questions, students will interpret population growth and other demographic data for any given place.			
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.			344166	U.S. Government Unit 8: Elections In a text based lesson, with illustrations, students will use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	120767	U.S. Government Unit 8 assignment: Political Parties, Campaigns, and Elections In a series of multiple choice questions, students will use geographic terms and tools to analyze case studies of policies and programs for resource use and management.			
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.									
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			120854	U.S. Government Unit 6 paper: Job Performance students will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	120854	U.S. Government Unit 6 paper: Job Performance students will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			

LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in this written assignment, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in this written assignment, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.			
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will analyze how a text uses structure to emphasize key points or advance an explanation or analysis.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.			
LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content.*									
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, Students will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, Students will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			

	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			120854	U.S. Government Unit 6 paper: Job Performance in a written assignment, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	120854	U.S. Government Unit 6 paper: Job Performance in a written assignment, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	e. Provide a concluding statement or section that follows from or supports the argument presented.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.			

LACC.910.WHST.1.2:	e. Provide a concluding statement or section that follows from or supports the argument presented.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.			
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		U.S. Government Unit 6 paper: Job Performance In a written assignment,students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		U.S. Government Unit 6 paper: Job Performance In a written assignment,students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			

LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will draw evidence from informational texts to support analysis, reflection, and research.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will draw evidence from informational texts to support analysis, reflection, and research.			
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			120875	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	120875	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

Standard ID	Benchmark	Bloom's Level		Alignment Citation				Gap Analysis	Recommendations	Type of Revision Needed
				Content		Assessment				
		Expected	Observed	Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name			
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			344150	U.S. Government Unit 6 Paper: Job Performance Through a graded persuasive essay, students explain their opinion of the job performance of the current president of the United States by distiguishing the claims from opposing claims, using examples from their research.	344150	U.S. Government: Unit6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will write a persuasive essay that will introduce and distiguish claims and establish clear relationships among the claims and counterclaims by presenting reasons and evidence			
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a historical form and in a manner that anticipates the audiance's knowledge level and concerns	344150	U.S. Government: Unit 6 Paper: Job Performance Through a graded writing product, students will Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use words, phrases, and clauses to link major reasons and claims between claims and counterclaims.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			

LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of historical writing.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of historical writing.			
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows form or supports the argument presented.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students provide a concluding statement that follows the argument presented.			
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will learn how to itroduce a topic and organize ideas, concepts, and information to make important connections and distinctions to aid in comprhension.	344150	U.S. Government: Unit65 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will introduce a topic and organize ideas,concepts, and information to make important connections and distinctions.			
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			344150	U.S. Government Unit 6 paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will develop a topic with well-chosen, rlevant, and sufficient facts, extended definitions, concrete details, qoutations, or other examples appropriate to the audiances' knowledge of the subject.	344150	U.S. Government: Unit 6 Paper: Job Performance Students will develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations. or other information and examples appropriate to the audience's knowledge of the topic,In a graded writing product with rubric feedback from a teacher.			

LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use varied trasitions and sentence structures to link to major sections of the text, create cohesion, and clarify the relationship among ideas and concepts.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use varied transitions and sentence structures to link to major sections of the text, create cohesion, and clarify the relationships among ideas and consepts.			
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will learn how to use precise language and history specific vocabulary to manage the complexity of thr topic and convey a style appropriate to the discipline and context as well as to the readers expertise.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will use precise language and history specific vocabulary to manage the complexity of the topic and convey a style appropriate to history and context as well as to the expertise of likely readers.			
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone.	344150	U.S. Government: Unit 6 Paper: Job Performance Students will establish and maintain a formal style and objective tone while attending to the norms and conventions of history, In a graded writing product with rubric feedback from a teacher.			
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			344150	U.S. Government Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows form and supports the information.	344150	U.S. Government: Unit 6 Paper: Job Performance In a graded writing product with rubric feedback from a teacher, students will providing a concluding statementor section that follows form and supports the information or explanation presented.			

SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.			344121 344132	U.S. Government Unit 1:Ideals of Democracy In a text-based lesson including practice exercises, students will evaluate, take and defend positions on the founding ideals and principles in American Constitutional government.	344121	U.S. Government: Unit 1: Ideals of Democracy Flash Card Activity In an interactive multimedia activity, students will evaluate, take and defens positions on the founding ideals and principles in American Constitutional government.			
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.			349753	U.S. Government Unit7: Citizenship and Responsibilities students will use an interactive worksheet, text based learning, and a video to evaluate the citeria of United States citizenship; including citizenship by birth, naturalization and what a non-citizen is.	120861	U.S. Government: Unit7 Assignment: Citizenship Unit 7 Assignment: Citizenship: after an interactive worksheet, and audio-visual presentation, students will demonstrate the ability to evaluate the constitutional provisions establishing citizenship as well as assess the criteria among citizens, through a series of multiple choice questions.			
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.			344132	U.S. Government Unit 3:Principles of the Constitution using graphic representation, illustrations, text based instructions, and a multi-media presentation, students will examine the constitutional principle of representative government, consent of the goveverned, rule of law, and individual rights.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution Students will answer multiple choice questions over the constitutional principles of representative and limited government, consent of the governed, rule of law, and individual rights.			
SS.912.C.4.1:	Explain how the world's nations are governed differently.			344119	U.S. Government Unit 1: Forms of Government Governments of the World using illustrations, maps, audio visual presentations, and text based lessons,students will explain how the world's nations are governed.	120778	U.S. Government: Unit 1 Assignment: Forms of Government Students will explain how the nations of the world are governed and the differences of those governments in a series of mutiple choice questions.			

SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.									
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.			344167	U.S. Government Unit 8: Individual Political Participation using text based lessons, real life examples and visual illustrations, students will evaluate the importance of political and civic participation.	117877	U.S. Government: Unit 8 Test In a graded formative assessment, students answer multiple choice questions evaluating the importance of political and civic participation.			
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.			350526	U.S. Government Unit 3: Federalism By way of colorful illustrations and real life examples, Students will define federalism and identify examples of the powers granted and denied to both states and the national government.	120858	U.S. Government: Unit 3 Assignment: Federalism Using a series of multiple choice questions, as well as a written paper, students will define federalism and identify examples of the powers granted and denied to states and the national government.			
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.			350529	U.S. Government Unit 6:United States Foreign Policy Using pictures, descriptions and real life examples, students will be able to evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.	120773	U.S. Government: Unit 6 Paper: The United States and International Law In an essay appoximately one page long, students will research an international organization and evaluate the influence of American foreign policy.			
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.			344129	U.S. Government Unit 3: Creating the Constitution Students will be able to follow the path of approval for the US Constitution by looking at reasoning and arguments presented by the opposing sides and how those supported their claims in an illustrated, text based lesson.	344129	U.S. Government Unit 3: Creating the Constitution Practice Activity In a practice activity, students will read *Federalist 10* and discuss the reasoning and evidence that supports James Madison's argument for ratifying the Constitution.			

SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.			344128 344129	U.S. Government Unit 2:Establishing the First Government Creating the Constitution using text, diagrams and audio-visual presentations, students will evaluate the ideals and principles of the founding documents that shaped American Democracy.	117843	U.S. Government: Unit 2 Test: Constitutional Origins In a multiple choice assesment, students answer multiple choice questions over the ideals and principles of the founding documents that shaped American Democracy.			
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.			349753 344167	U.S. Government Unit 7:Citizenship and Responsibilities Unit 7:Individual Political Participation by examining real life examples, illustrations and audio visual presentations ,students will experience the responsibilities of citizens at the local, state, and federal level.	120861 120769	U.S. Government: Unit 6 Assignment: Citizenship Unit 7 Assignment: Individual Political Participation In a graded formative assessment, students answer multiple choice questions about the responsibilities of citizens at the local, state and federal level.			
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.			344137 344138 344145	U.S. Government Unit 4 The Structure of Congress Powers of Congress Organization of Congress In several illustrated lessons, power point presentations, and real life examples, students will analyze the structures, functions, and processes of the legislative branch.	117868	U.S. Government: Unit 4 Test Students will participate in an interactive chat with peers about the role played by Congress; and answer multiple choice questions about the legislative branch.			
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.				U.S. Government Unit 6: The Executive Branch United States Foreign Policy practice activity: Students will visit website and briefly compare human rights policies of the U S and one other nation.		U.S. Government Unit 6: The Executive Branch United States Foreign Policy practice activity: Students will visit website and briefly compare human rights policies of the U S and one other nation.			

SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.			344129	U.S. Government Unit 2: Creating the Constitution Students will read primary source documents written by the two opposing sides of the ratification of the Constitution and analyze and categorize the diverse viewpoints of the Federalists and Anti-Federlaists.	117843	U.S. Government: Unit 2 Test: Constitutional Origins In a graded formative assessment, students answer multiple choice questions analyzing and categorizing the diverse viewpoints presented by the Federalists and Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.			
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.			344159	U.S. Government Unit 7: Civil Liberties By looking at real life examples, viewing audio visual presentations, illustrations, and interactive activities, students will evaluate and defend positions on issues that cause the government to balance the interests of individuals with the public good.	120765	U.S. Government: Unit 7 Paper: Civil Rights and Liberties In a first person account , students will give a report about particular Supreme Court cases and how they affect them. They will discuss issues that cause the government to balance the interest s of individuals with the public good.			
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.			350528 344151	U.S. Government Unit 6: Structure of the Executive Branch Presidential Powers Using Audio visual presentations, practice activities, practice activities, and an interactive lesson, students will analyze the functions, structure, and processes of the Executive Branch.	120781	U.S. Government: Unit 6 Paper: The United States and International Law In a graded first person essay, with feedback from a teacher, students analyze the structures, functions, and processes of the Executive Branch by using a real life scenario.			
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.			344119	U.S. Government Unit 1: Forms of Governments Using, multi media, real life examples, and video demonstrations, students will compare indicators of democratization in multiple countries.	120853	U.S. Government: Unit 1 Discussion: Ideals of Democracy in an interactive discussion, students will compare indicators of democratization in multiple countries.			

SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.			344131 344132	U.S. Government Unit 3: Structure of the Constitution Principles of the Constitution by reading a copy of the Constitution, viewing a video presentation, and looking at real life examples, students will evaluate how Constitutional amendments reflect important political principles.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution In a graded formative assessment, and an interactive discussion, students will evaluate how the Constitution and its amendments reflect important political priciples.			
SS.912.C.2.5:	Conduct a service project to further the public good.				U.S. Government Unit 5: Service Project Service Learning Requirements Community Service Video: Volunteering Identifying Needs in your Community Students will conduct a service project to further the public good		U.S. Government Unit 5: Service Project Students will conduct a service project to further the public good			
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy.			350530	U. S. Government Unit 6: The Executive Branch Executive Departments In a text based lesson, with a practice activity, students will iIdentify the impact of independent regulatory agencies in the federal bureaucracy.	120781	U. S. Government Unit 6 Assignment: The Structure and Powers of The Executive Branch in a series of multiple choice questions, students will identify the impact of independent regulatory agencies in the federal bureaucracy			
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.			344135	U.S. Government Unit 3: Changing the Constitution Using visual presentations, text based instruction, and interactive feedback activities, students will evaluate, take and defend positions about rights protected by the Constitution and the Bill of Rights.	120775	U.S. Government: Unit 3 Discussion: Changing the Constitution In an interactive discussion with peer and teacher feedback, students will discuss how rights are protected by the Constitution and Bill of Rights.			
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.			350531 350532	U.S. Government Unit 7:Court System Structure Through a power point presentation, multimedia, and real life examples, students will analyze In the structures, functions, and processes of the judicial branch will be analyzed by students.	120783	U.S. Government: Unit 7 Assignment: The Supreme Court in Action In a graded formative assessment, students answer multiple choice questions analyzing the structures, functions, and processes of the Judicial branch.			

SS.912.C.2.7:	Explain why rights have limits and are not absolute.			344160	U.S. Government Unit 7: Civil Rights Using graphic displays, videos and real life examples, students will explain why rights are limited and not absolute.	120771	U.S. Government: Unit 7 Assignment: Civil Rights and Liberties In a series of multiple choice questions, students explain why rights are not absolute and have limits.			
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.			344158	U.S. Government Unit 7: Supreme Court History With practical, real life examples and practice exercises, students will explain the role of judicial review.	117868	U.S. Government: Unit 7 Test In a series of multiple choice questions, and an interactive discussion with peers and teacher, students will describe the role of judicial review.			
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.			344167	U.S. Government Unit 8: Individual Political Participation Through interactive activities, multimedia, and text based teaching, students will analyze the impact that citizen particiaption has on achieving political and social change	120768	U.S. Government: Unit 8 Activity: Political Participation Letter Students will write a first person letter analyzing the impact of citizen participation as a means to achieve political and social change.			
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.			350532	U.S. Government Unit 7: Court System Structure The role of judges on both the state and federal levels with other elected officials will be taught to students using illustrations, real life examples, multimedia and a text based lesson.	120782	U.S. Government: Unit 7 Assignment: Court System Structure In a graded formative assessment and an interactive discussion, students will answer multiple choice questions comparing the roles of judges on the state and federal level with other elected oficials.			
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.			349829	U.S. Government Unit 3: Tribal Sovereignty and the Dakota War of 1862 In a series of primary source readings, students will compare and contrast the events of the Dakota War of 1862 from both the native american and Union soldier's perspective.	120875	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In this writing, students will write from three viewpoints about an event in American History			

SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.			344159	U.S. Government Unit 6: Civil Liberties By examining the principles contained in primary source document sstudents will identify the expansion of civil rights and liberties.	120771	U.S. Government: Unit 6 Assignment: Civil Rights and Liberties In a graded formative assessment, students will identify the expansion of civil rights and liberties by examining the principles contained in primary documents.			
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.			350532	U.S. Government Unit 6: Court System Structure Students will analyze the levels and responsibilities of both federal and state judicial systems through primary source documents and illustrations with multimedia presentations.	120782	U.S. Government: Unit 6 Assignment: Court System Structure In a graded formative assessment, and through an interactive discussion, students will analyze the various levels and responsibilities of courts in the federal and state judicial system.			
SS.912.C.2.10:	Monitor current public issues in Florida.				U.S. Government Unit 5: Service Project Identifying Needs in your Community Students will monitor current public issues in Florida.		U.S. Government Unit 5: Service Project Identifying Needs in your Community Students will monitor current public issues in Florida.			
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.			344158	U.S. Government Unit 7: Supreme Court History Students will examine selected landmark Supreme Court cases and their significance through videos, multimedia presentations and interactive experainces .	120783	U.S. Government: Unit 7 Assignment: The Supreme Court in Action Through a graded writing product, students will evaluate the significance and outcomes of landmark Supreme Court cases.			
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.			349821	U.S. Government Unit 7: Public Policy by using real life examples,and first hand accounts, students will analyze public policy solutions to resolve an issue.	117877	U.S. Government: Unit 7 Activity: Political Participation Letter In a simulation assessment, students will analyze a current issue and analyze policy solutions or courses of action by attemptingf to persuade a senator to look at their chosen issue.			

SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.			344131	U.S. Government Unit 3: Structure of the Constitution By reading and closely examining the U.S. Constitution, students will contrast safegaurds and limitations on individual rights.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution In a series of multiple choice questions, and practice activities, Students will contrast how the Constitution both safegaurds and limits individual rights.			
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.			344166	U.S. Government Unit 8 Elections In a text based lesson, with real life examples, students will explain the changing roles of radio, television, the press and internet on political communication.	120768	U.S. Government Unit 8 Elections Political Participation letter In a written assignment, students will explain the changing roles of radio, television, the press and internet on political communication.			
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.			344157	U.S. Government Unit 7: The Supreme Court in Action In a text based lesson, students will simulate the judicial decision making process in interpreting law at the state and federal level	120783	U.S. Government Unit 7: The Supreme Court in Action in a series of multiple choice questions, students will simulate the judicial decision-making process in interpreting law at the state and federal level.			
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.				U.S. Government Unit 8 Elections In a text based lesson, with real life examples, students will analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.	120768	U.S. Government Unit 8 Elections Political Participation letter In a written assignment, students will analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.			
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.			350574	U.S. Government Unit 3: City and County Governments By looking at examples of state, county and city governments with illustrations and practice activities, students will illustrate how government affects the daily lives of citizens.	120788	U.S. Government: Unit 3 Paper: Comparing Local, State, and Federal Governments In a graded writing product with rubric feedback from a teacher, students will give real life examples of how government affects the daily lives of citizens at the local, state, and federal level.			

SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.			344166	U.S. Government Unit 8: Elections with examples from past elections and practice activities, students will be able to evaluate the processes and results of an election.	120767	U.S. Government: Unit 8 Assignment; Political Parties, Campaigns and Elections In a graded formative assessment, students answer multiple choice questions evaluating the processes and results of an election.			
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).			344131	U.S. Government Unit 3: Structure of the Constitution In a visual demonstration, examples and text based teaching, students will examine constitutional powers.	120766	U.S. Government: Unit 3 Assignment: The Structure and Principles of the Constitution in a series of multiple choice questions, students will examine constitutional powers.			
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.			349821	U.S. Government Unit 8: Public Policy By reading current event news stories, mutlimedia presentations, and visual demonstrations, students will evaluate the origins and roles of political parties, media, individuals, and interest groups in determining and shaping public policy.	117877	U.S. Government: Unit 8 Test In a graded formative assessment, students answer multiple choice questions evaluating the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.			
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.			344132	U.S. Government Unit 3:Principles of the Constitution by closely examing charts and diagrams as well as a powerpoint lesson and practice activities, Students will examine how power and responsibility are shared, distrubuted and limited by the Constitution.	344132	U.S. Government: Unit 3 Principles of the Constitution Goat Race Activity in an interactive activity, students will examine how power and responsibility are distributed, shared, and limited by the Constitution.			
SS.912.C.2.16:	Analyze trends in voter turnout.			344167	U.S. Government Unit 8: Individual Political Participation By looking at recent data in chart form, reading about current trends and a practice activity, students will analyze trends in voter turnout.	120769	U.S. Government: Unit 8 Assignment: Individual Political Participation Students will examine charts and graphs and answer multiple choice questions Analyzing trends in voter turnout.			

SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.			344166	U.S. Government Unit 8: Elections In a text based lesson, with illustrations, students will interpret population growth and other demographic data for any given place.	120767	U.S. Government Unit 8 assignment: Political Parties, Campaigns, and Elections In a series of multiple choice questions, students will interpret population growth and other demographic data for any given place.			
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.			344166	U.S. Government Unit 8: Elections In a text based lesson, with illustrations, students will use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	120767	U.S. Government Unit 8 assignment: Political Parties, Campaigns, and Elections In a series of multiple choice questions, students will use geographic terms and tools to analyze case studies of policies and programs for resource use and management.			
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.									
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			120854	U.S. Government Unit 6 paper: Job Performance students will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	120854	U.S. Government Unit 6 paper: Job Performance students will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			

LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in this written assignment, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in this written assignment, students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.			
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will analyze how a text uses structure to emphasize key points or advance an explanation or analysis.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.			
LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content.*									
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, Students will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, Students will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.			

	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.		U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.			
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	120785	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War In a written assignment, students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			120854	U.S. Government Unit 6 paper: Job Performance in a written assignment, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	120854	U.S. Government Unit 6 paper: Job Performance in a written assignment, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	e. Provide a concluding statement or section that follows from or supports the argument presented.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.			

LACC.910.WHST.1.2:	e. Provide a concluding statement or section that follows from or supports the argument presented.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment, students will provide a concluding statement or section that follows from or supports the argument presented.			
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.			

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.			
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		U.S. Government Unit 6 paper: Job Performance In a written assignment,students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		U.S. Government Unit 6 paper: Job Performance In a written assignment,students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			

LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.			120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will draw evidence from informational texts to support analysis, reflection, and research.	120854	U.S. Government Unit 6 paper: Job Performance In a written assignment,students will draw evidence from informational texts to support analysis, reflection, and research.			
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			120875	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	120875	U.S. Government Unit 3: Activity: Tribal Sovereignty and the Dakota War in a written assignment, students will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

	Economics				
		Alignment Citation			
		Content		Assessment	
Standard ID	Benchmark	Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim, counterclaim, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim, counterclaim, reasons, and evidence.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of Historical writing	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of Historical writing

LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Provide a concluding statement or section that follows from or supports the argument presented.	117932	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	344176	Economics Unit 2 Assignment: Researching Innovation In a writing assignment, students will Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	344176	Economics Unit 2 Assignment: Researching Innovation In a writing assignment, students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	344176	Economics Unit 2 Assignment: Researching Innovation in a graded writing asssignment, students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.		Economics Unit 2 Assignment: Researching Innovation in a graded writing asssignment, students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Economics Unit 2 Assignment: Researching Innovation in a graded writing asssignment, students willEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will provide a concluding statement or section that follows from and supports the information or explanation presented	117932	Economics Unit 6 Paper: Starting a new Business Through a graded writing product, students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.	344175	Economics Unit 2 Scarcity and Factors of Production Through illustrations, multimedia presentations, practice activities, and text, students will identify the factors of production.	117910	Economics Unit 2 Assignment Decision Making In a graded formative assessment, students answer multiple choice questions over the factors of production and why they are necessary for the production of goods and services.
SS.912.E.2.1:	Identify and explain broad economic goals.	344188	Economics Unit 3 Economic Goals with interactive activities, illustrations, and a strong text based lesson, students will Identify and explain broad economic goals.	117916	Economics Unit 3 Assignment Prioritizing Economic Goals In a graded formative assessment, students answer multiple choice questions identifying broad economic goals
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.	344297	Economics Unit 7 Inflation With practice activities, interactive illustrations,a multimedia presentation, and a strong written lesson, students will be able to demonstrate the impact of inflation on world economies	117976	Economics Unit 7 Assignment: Unemployment and Inflation Through formative and summative assessments and multiple choice comprehension questions, students will demonstrate the impact of inflation on world economies
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.	344180	Economics Unit 2 Production Possibilities Graph In a text-based lesson including practice exercises, students will analyze production possibilities curves to explain choice, scarcity, and opportunity costs	117912	Economics Unit 2 Assignment Production Possibilities Graph In a graded formative assessment, students analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	344178	Economics Unit 2 Decision Making In a text based lesson with practice activities, students will use a decision making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	117911	Economics Unit 2 Assignment Creating a Decision-Making Grid In a graded formative assessment, students will use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.	344303	Economics Unit 8 International Trade In a graded formative assessment, students will explain absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.	117990	Economics Unit 8 Activity: International Trade Article Through a graded writing product, students will examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?	344188	Economics Unit 3 Economic Goals In a text-based lesson including practice exercises, students will compare the various economic systems		Economics Unit 3 Assignment: Prioritizing Economic Goals In a graded formative assessment, students answer multiple choice questions comparing the various economic systems and how they answer the six economic questions.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.	344203	Economics Unit 4 Macroeconomics and Microeconomics In a graded formative assessment, students will research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.	120529	Economics Unit 4 Assignment: Thinking Like an Entrepreneur Through a graded writing product, students will research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.	344314	Economics Unit 8 Trade Barriers In a text-based lesson including practice exercises, students will discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.	117986	Economics Unit 8 Assignment: Imports, Exports, and Trade Barriers In a graded formative assessment, students answer multiple choice questions over the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

SS.912.E.1.4:	Define supply, demand, quantity supplied,and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.		Economics Unit 5 In several text-based lessons, including practice exercises, students will define supply, demand, quantity supplied,and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.		Economics Unit 5 Test In a graded formative assessment, students answer multiple choice questions over supply, demand, quantity supplied,and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.	344196	Economics Unit 3 Centrally Planned or Command Economy In a text-based lesson including practice exercises, students will explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.	117922	Economics Unit 3 Assignment: Life in a Centrally Planned Economy Through a graded writing product, students will diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.	344314	Economics Unit 8 Trade Barriers In a text-based lesson including practice exercises, students will assess the economic impact of negative and positive externalities on the international enviroment	117986	Economics Unit 8 Assignment: Imports, Exports, and Trade Barriers In a graded formative assessment, students answer multiple choice questions over the the economic impact of negative and positive externalities on the international environment.
SS.912.E.1.5:	Compare different forms of business organizations.	344258	Economics Unit 6 Types of Business Organizations. In a text-based lesson including practice exercises, students will compare different forms of business organizations.	118006	Economics Unit 6 Discussion: My Favorite Businesses In this intaractive discussion, students will compare different forms of business organizations.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.	344275	Economics Unit 6 Investing: The Contributions and Economic Impact: In a text based lesson, with examples and activities, students will analyze how capital investments may impact productivity and economic growth.	117963	Economics Unit 6 Assignment: Banking and Investing Through a graded writing product, students will analyze how capital investments may impact productivity and economic growth.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.		Economics Unit 8 Economic Development In a text based lesson, students will compare the current United States economy with other developed and developing nations.	117995	Economics Unit 8 Assignment: Researching Less Developed Countries Through a graded writing product, students will compare the current United States economy with other developed and developing nations.

SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).	344258	Economics Unit 6 Types of Business Organizations. In a text-based lesson including practice exercises, students will Compare the basic characteristics of the four market structures.	117958	Economics Unit 6 Assignment: Types of Business Organizations. Through formative and summative assessments and multiple choice comprehension questions, students will compare the basic characteristics of the four market structures
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.	344264	Economics Unit 6 Corporate Combinations (p.2) In a text based lesson students will Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.	117958	Economics Unit 6 Assignment: Types of Business Organizations. Through formative and summative assessments and multiple choice comprehension questions, students will examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.	344172	Economics Unit 2 Historical Background of Economics In a text-based lesson including practice exercises, students will differentiate and draw conclusions about historical economic thought theorized by economists.	117885	Economics Unit 2 Assignment: Historical Background of Economics Through formative and summative assessments and multiple choice comprehension questions, students will differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.	344254	Economics Unit 5 Setting Prices. In a text based lesson, with practice activities, students will graph and explain how firms determine price and output through marginal cost analysis.	117942	Economics Unit 5 Test: In a graded formative assessment, students answer multiple choice questions that explains how firms determine price and output through marginal cost analysis.
SS.912.E.2.7:	Identify the impact of inflation on society.	344297	Economics Unit 7 Inflation In a text based lesson, students will Identify the impact of inflation on society.	117976	Economics Unit 7 Assignment: Unemployment and Inflation In a graded formative assessment, students answer multiple choice questions identifying the impact of inflation on society.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.	344288	Economics Unit 7 Business Cycles In a text based lesson with graphic demonstrations, students wil explain ways firms engage in nonprice as well as price competition.	117977	Economics Unit 7 Assignment: Economic Performance and Business Cycles Through formative and summative assessments and multiple choice comprehension questions, students will explain ways firms engage in price and nonprice competition.

SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).	344219	Economics Unit 4 The U.S. Government's Income and Expenditures In a text-based lesson including practice exercises, students will differentiate between direct and indirect taxes and describe the progessivity of taxes.	117934	Economics Unit 4 Assignment: Government Income and Expenditures In a graded formative assessment, students answer multiple choice questions differentaiting between direct and indirect taxes, and describe the progressivity of taxes
SS.912.E.1.9:	Describe how the earnings of workers are determined.	348997	Economics Unit 1 Earning an Income In a text-based lesson including practice exercises, students will describe how the earnings of workers are determined.	120044	Economics Unit 1 Assignment: Earning an Income In a graded formative assessment, students answer multiple choice questions describing how the earnings of workers are determined.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.	344219	Economics Unit 4 The U.S. Government's Income and Expenditures In a text-based lesson including practice exercises, students will analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.	117934	Economics Unit 4 Assignment The U.S. Government's Income and Expenditures In a graded formative assessment, students will analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.	344225	Economics Unit 4 U.S. Fiscal Policy In a text based lesson, with practice activities, students will Explain the use of fiscal policy to promote price stability, full employment, and economic growth.	117937	Economics Unit 4 Assignment: U.S. Fiscal and Monetary Policy Through formative and summative assessments and multiple choice comprehension questions, students will explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.	344225	Economics Unit 4 U.S. Monetary Policy In a text-based lesson including practice exercises, students will describe the organization and functions of the Federal Reserve System.	117937	Economics Unit 4 Assignment: U.S. Fiscal and Monetary Policy Through formative and summative assessments and multiple choice comprehension questions, students will describe the organization and functions of the Federal reserve System.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.	344225	Economics Unit 4 U.S. Monetary Policy In a text-based lesson including practice exercises, students will explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.	117937	Economics Unit 4 Assignment: U.S. Fiscal and Monetary Policy Through formative and summative assessments and multiple choice comprehension questions, students will describe how the Federal Reserve System uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.

SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.				
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).	344288	Economics Unit 7 Business Cycles In a text based lesson with graphic demonstrations, students will examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).	117971	Economics Unit 7 Assignment: Economic Performance and Business Cycles Through formative and summative assessments and multiple choice comprehension questions, students will examine the four phases of the business cycle.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.	344195	Economics Unit 3 The Operations of a Free Market Economy In a text based lesson with graphic examples, students will construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.	117918	Economics Unit 3 Assignment: Types of Economic Systems Through formative and summative assessments, students will construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.	344267	Economics Unit 6 Money and Banking In a text-based lesson including practice exercises, students will explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.	344267	Economics Unit 6 Practice Activity: The Characteristics of Money Practice Activity In an interactive quiz, students will explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.	348994 349001 348987	Economics Unit 1 Checking Accounts Planning for Retirement Borrowing Money In a text-based lesson including practice exercises, students will compare credit, savings, and investment services available to the consumer from financial institutions.	120042	Economics Unit 1 Assignment: Saving Through formative and summative assessments and multiple choice comprehension questions, students will compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.	349001	Economics Unit 1 Planning for Retirement In a text-based lesson including practice exercises, students will describe the risk and return profiles of various investment vehicles and the importance of diversification.	120041	Economics Unit 1 Test: In a graded formative assessment, students answer multiple choice questions over the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.		need to create a practice activity in Unit 1		need to create a practice activity in unit 1

SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	344321	Economics Unit 8 The World Bank In a text based lesson, students will describe some of the factors and processes that contribute to the differences between developing and developed regions of the world.	117992	Economics Unit 8 Assignment: Economic Development and the World Bank: In a graded formative assessment, students will describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.	344191	Economics Unit 3 The Location of Resources Around the World In a text based lesson with practice activities, students will use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and the world.	117916	Economics Unit 3 Assignment: Answering Economic Questions and prioritizing Economic Goals: Through formative and summative assessments and multiple choice comprehension questions, students will Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.	344312	Economics Unit 8 Activity: International Trade Article Instructions In this writing assignment, students will use geographic terms and tools to analyze case studies of issues in globalization. Revised assignmnet	117990	Economics Unit 8 Activity: International Trade Article In this writing assignment, students will use geographic terms and tools to analyze case studies of issues in globalization.
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	344243	Economics Unit 5 Analyzing Demand Graphs Students will look at examples of demand graphs and interpret these graphs into concrete mathmatical formulas	117950	Economics Unit 5 Assignment: Creating your Own Demand Schedule In this assignment, students will create an indivdual demand schedule using correct mathmatical solutions
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.**				

	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	117948	Economics Unit 5 Assignment: Analyzing Supply and Demand Graphs in a series of multiple choice questions, students will interpret data from a chart.	117948	Economics Unit 5 Assignment: Analyzing Supply and DemandGraphs in a series of multiple choice questions, students will interpret data from a chart, analyzing situations and breaking them down into cases.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	348998	Economics Unit 1 The Importance of Saving This exercise introduces students to the formula for interest rates and will help students use a calcualtor to solve these problems.	120042	Economics Unit 1 Assignment: Saving In this exercise, students will use mathmatical tools such as calculators to solve problems concerning savings accounts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	344178	Economics Unit 2 Decision Making This lesson will teach students how to create a decision making grid using real-world scanarios.	117911	Economics Unit 2 Creating a Decision-Making Grid This assignment will help students examine how to complete a decision making grid.
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.

LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.		Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	344172	Economics Unit 2: Historical Background of Economics Students will analyze in detail a series of events described in a text	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will analyze in detail a series of events described in a text.
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	344172	Economics Unit 1 Managing Your Personal Finances:Thinking Like an Economist In a text-based lesson, students are taught the meaning of economics and are asked to redefine the terms wants and needs for the duration of the course. In a video lesson, students learn the jargon associated with loans	177885	Economics Unit 1 Test Students are asked questions about the key terms they have learned as they apply to economics in the course
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.				
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	344200	Economics Unit 3 Mixed or Modernized Economy This lesson will help students understand the mixed economies around the world by analyzing an illustrative map	117918	Economics Unit 3 Assignment: Types of Economic Systems In a graded assesment, students will integrate technical analysis in digital form
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.				

LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content.*	117958	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will write an economics specific paper	117958	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will write an economics specific paper	
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	e. Provide a concluding statement or section that follows from or supports the argument presented.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business	

	Economics				
Standard ID	Benchmark	Alignment Citation			
		Content		Assessment	
		Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim, counterclaim, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim, counterclaim, reasons, and evidence.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of Historical writing	117935	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of Historical writing
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will Provide a concluding statement or section that follows from or supports the argument presented.	117932	Economics Unit 6 Paper: Starting a New Business. In a graded writing product with rubric feedback from a teacher, students will provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	344176	Economics Unit 2 Assignment: Researching Innovation In a writing assignment, students will Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	344176	Economics Unit 2 Assignment: Researching Innovation In a writing assignment, students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	344176	Economics Unit 2 Assignment: Researching Innovation in a graded writing asssignment, students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.		Economics Unit 2 Assignment: Researching Innovation in a graded writing asssignment, students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Economics Unit 2 Assignment: Researching Innovation in a graded writing asssignment, students willEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	117909	Economics Unit 2 Assignment: Researching Innovation. In a graded writing product with rubric feedback from a teacher, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	344218	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will provide a concluding statement or section that follows from and supports the information or explanation presented	117932	Economics Unit 6 Paper: Starting a new Business Through a graded writing product, students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.	344175	Economics Unit 2 Scarcity and Factors of Production Through illustrations, multimedia presentations, practice activities, and text, students will identify the factors of production.	117910	Economics Unit 2 Assignment Decision Making In a graded formative assessment, students answer multiple choice questions over the factors of production and why they are necessary for the production of goods and services.
SS.912.E.2.1:	Identify and explain broad economic goals.	344188	Economics Unit 3 Economic Goals with interactive activities, illustrations, and a strong text based lesson, students will Identify and explain broad economic goals.	117916	Economics Unit 3 Assignment Prioritizing Economic Goals In a graded formative assessment, students answer multiple choice questions identifying broad economic goals

SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.	344297	Economics Unit 7 Inflation With practice activities, interactive illustrations,a multimedia presentation, and a strong written lesson, students will be able to demonstrate the impact of inflation on world economies	117976	Economics Unit 7 Assignment: Unemployment and Inflation Through formative and summative assessments and multiple choice comprehension questions, students will demonstrate the impact of inflation on world economies
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.	344180	Economics Unit 2 Production Possibilities Graph In a text-based lesson including practice exercises, students will analyze production possibilities curves to explain choice, scarcity, and opportunity costs	117912	Economics Unit 2 Assignment Production Possibilities Graph In a graded formative assessment, students analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	344178	Economics Unit 2 Decision Making In a text based lesson with practice activities, students will use a decision making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	117911	Economics Unit 2 Assignment Creating a Decision-Making Grid In a graded formative assessment, students will use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.	344303	Economics Unit 8 International Trade In a graded formative assessment, students will explain absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.	117990	Economics Unit 8 Activity: International Trade Article Through a graded writing product, students will examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?	344188	Economics Unit 3 Economic Goals In a text-based lesson including practice exercises, students will compare the various economic systems		Economics Unit 3 Assignment: Prioritizing Economic Goals In a graded formative assessment, students answer multiple choice questions comparing the various economic systems and how they answer the six economic questions.

SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.	344203	Economics Unit 4 Macroeconomics and Microeconomics In a graded formative assessment, students will research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.	120529	Economics Unit 4 Assignment: Thinking Like an Entrepreneur Through a graded writing product, students will research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.	344314	Economics Unit 8 Trade Barriers In a text-based lesson including practice exercises, students will discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.	117986	Economics Unit 8 Assignment: Imports, Exports, and Trade Barriers In a graded formative assessment, students answer multiple choice questions over the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.1.4:	Define supply, demand, quantity supplied,and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.		Economics Unit 5 In several text-based lessons, including practice exercises, students will define supply, demand, quantity supplied,and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.		Economics Unit 5 Test In a graded formative assessment, students answer multiple choice questions over supply, demand, quantity supplied,and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.	344196	Economics Unit 3 Centrally Planned or Command Economy In a text-based lesson including practice exercises, students will explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.	117922	Economics Unit 3 Assignment: Life in a Centrally Planned Economy Through a graded writing product, students will diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.	344314	Economics Unit 8 Trade Barriers In a text-based lesson including practice exercises, students will assess the economic impact of negative and positive externalities on the international enviroment	117986	Economics Unit 8 Assignment: Imports, Exports, and Trade Barriers In a graded formative assessment, students answer multiple choice questions over the the economic impact of negative and positive externalities on the international environment.

SS.912.E.1.5:	Compare different forms of business organizations.	344258	Economics Unit 6 Types of Business Organizations. In a text-based lesson including practice exercises, students will compare different forms of business organizations.	118006	Economics Unit 6 Discussion: My Favorite Businesses In this intaractive discussion, students will compare different forms of business organizations.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.	344275	Economics Unit 6 Investing: The Contributions and Economic Impact: In a text based lesson, with examples and activities, students will analyze how capital investments may impact productivity and economic growth.	117963	Economics Unit 6 Assignment: Banking and Investing Through a graded writing product, students will analyze how capital investments may impact productivity and economic growth.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.		Economics Unit 8 Economic Development In a text based lesson, students will compare the current United States economy with other developed and developing nations.	117995	Economics Unit 8 Assignment: Researching Less Developed Countries Through a graded writing product, students will compare the current United States economy with other developed and developing nations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).	344258	Economics Unit 6 Types of Business Organizations. In a text-based lesson including practice exercises, students will Compare the basic characteristics of the four market structures.	117958	Economics Unit 6 Assignment: Types of Business Organizations. Through formative and summative assessments and multiple choice comprehension questions, students will compare the basic characteristics of the four market structures
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.	344264	Economics Unit 6 Corporate Combinations (p.2) In a text based lesson students will Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.	117958	Economics Unit 6 Assignment: Types of Business Organizations. Through formative and summative assessments and multiple choice comprehension questions, students will examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.	344172	Economics Unit 2 Historical Background of Economics In a text-based lesson including practice exercises, students will differentiate and draw conclusions about historical economic thought theorized by economists.	117885	Economics Unit 2 Assignment: Historical Background of Economics Through formative and summative assessments and multiple choice comprehension questions, students will differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.	344254	Economics Unit 5 Setting Prices. In a text based lesson, with practice activities, students will graph and explain how firms determine price and output through marginal cost analysis.	117942	Economics Unit 5 Test: In a graded formative assessment, students answer multiple choice questions that explains how firms determine price and output through marginal cost analysis.
SS.912.E.2.7:	Identify the impact of inflation on society.	344297	Economics Unit 7 Inflation In a text based lesson, students will Identify the impact of inflation on society.	117976	Economics Unit 7 Assignment: Unemployment and Inflation In a graded formative assessment, students answer multiple choice questions identifying the impact of inflation on society.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.	344288	Economics Unit 7 Business Cycles In a text based lesson with graphic demonstrations, students wil explain ways firms engage in nonprice as well as price competition.	117977	Economics Unit 7 Assignment: Economic Performance and Business Cycles Through formative and summative assessments and multiple choice comprehension questions, students will explain ways firms engage in price and nonprice competition.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).	344219	Economics Unit 4 The U.S. Government's Income and Expenditures In a text-based lesson including practice exercises, students will differentiate between direct and indirect taxes and describe the progessivity of taxes.	117934	Economics Unit 4 Assignment: Government Income and Expenditures In a graded formative assessment, students answer multiple choice questions differentaiting between direct and indirect taxes, and describe the progressivity of taxes
SS.912.E.1.9:	Describe how the earnings of workers are determined.	348997	Economics Unit 1 Earning an Income In a text-based lesson including practice exercises, students will describe how the earnings of workers are determined.	120044	Economics Unit 1 Assignment: Earning an Income In a graded formative assessment, students answer multiple choice questions describing how the earnings of workers are determined.

SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.	344219	Economics Unit 4 The U.S. Government's Income and Expenditures In a text-based lesson including practice exercises, students will analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.	117934	Economics Unit 4 Assignment The U.S. Government's Income and Expenditures In a graded formative assessment, students will analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.	344225	Economics Unit 4 U.S. Fiscal Policy In a text based lesson, with practice activities, students will Explain the use of fiscal policy to promote price stability, full employment, and economic growth.	117937	Economics Unit 4 Assignment: U.S. Fiscal and Monetary Policy Through formative and summative assessments and multiple choice comprehension questions, students will explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.	344225	Economics Unit 4 U.S. Monetary Policy In a text-based lesson including practice exercises, students will describe the organization and functions of the Federal Reserve System.	117937	Economics Unit 4 Assignment: U.S. Fiscal and Monetary Policy Through formative and summative assessments and multiple choice comprehension questions, students will describe the organization and functions of the Federal reserve System.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.	344225	Economics Unit 4 U.S. Monetary Policy In a text-based lesson including practice exercises, students will explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.	117937	Economics Unit 4 Assignment: U.S. Fiscal and Monetary Policy Through formative and summative assessments and multiple choice comprehension questions, students will describe how the Federal Reserve System uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.				

SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).	344288	Economics Unit 7 Business Cycles In a text based lesson with graphic demonstrations, students will examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).	117971	Economics Unit 7 Assignment: Economic Performance and Business Cycles Through formative and summative assessments and multiple choice comprehension questions, students will examine the four phases of the business cycle.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.	344195	Economics Unit 3 The Operations of a Free Market Economy In a text based lesson with graphic examples, students will construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.	117918	Economics Unit 3 Assignment: Types of Economic Systems Through formative and summative assessments, students will construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.	344267	Economics Unit 6 Money and Banking In a text-based lesson including practice exercises, students will explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.	344267	Economics Unit 6 Practice Activity: The Characteristics of Money Practice Activity In an interactive quiz, students will explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.	348994 349001 348987	Economics Unit 1 Checking Accounts Planning for Retirement Borrowing Money In a text-based lesson including practice exercises, students will compare credit, savings, and investment services available to the consumer from financial institutions.	120042	Economics Unit 1 Assignment: Saving Through formative and summative assessments and multiple choice comprehension questions, students will compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.	349001	Economics Unit 1 Planning for Retirement In a text-based lesson including practice exercises, students will describe the risk and return profiles of various investment vehicles and the importance of diversification.	120041	Economics Unit 1 Test: In a graded formative assessment, students answer multiple choice questions over the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.		need to create a practice activity in Unit 1		need to create a practice activity in unit 1

SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	344321	Economics Unit 8 The World Bank In a text based lesson, students will describe some of the factors and processes that contribute to the differences between developing and developed regions of the world.	117992	Economics Unit 8 Assignment: Economic Development and the World Bank: In a graded formative assessment, students will describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.	344191	Economics Unit 3 The Location of Resources Around the World In a text based lesson with practice activities, students will use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and the world.	117916	Economics Unit 3 Assignment: Answering Economic Questions and prioritizing Economic Goals: Through formative and summative assessments and multiple choice comprehension questions, students will Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.	344312	Economics Unit 8 Activity: International Trade Article Instructions In this writing assignment, students will use geographic terms and tools to analyze case studies of issues in globalization. Revised assignmnet	117990	Economics Unit 8 Activity: International Trade Article In this writing assignment, students will use geographic terms and tools to analyze case studies of issues in globalization.
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.				
		344243	Economics Unit 5 Analyzing Demand Graphs Students will look at examples of demand graphs and interpret these graphs into concrete mathmatical formulas	117950	Economics Unit 5 Assignment: Creating your Own Demand Schedule In this assignment, students will create an indivdual demand schedule using correct mathmatical solutions
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.**				

	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	117948	Economics Unit 5 Assignment: Analyzing Supply and Demand Graphs in a series of multiple choice questions, students will interpret data from a chart.	117948	Economics Unit 5 Assignment: Analyzing Supply and DemandGraphs in a series of multiple choice questions, students will interpret data from a chart, analyzing situations and breaking them down into cases.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	348998	Economics Unit 1 The Importance of Saving This exercise introduces students to the formula for interest rates and will help students use a calcualtor to solve these problems.	120042	Economics Unit 1 Assignment: Saving In this exercise, students will use mathmatical tools such as calculators to solve problems concerning savings accounts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	344178	Economics Unit 2 Decision Making This lesson will teach students how to create a decision making grid using real-world scanarios.	117911	Economics Unit 2 Creating a Decision-Making Grid This assignment will help students examine how to complete a decision making grid.

LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.		Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	344172	Economics Unit 2: Historical Background of Economics Students will analyze in detail a series of events described in a text	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will analyze in detail a series of events described in a text.
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	344172	Economics Unit 1 Managing Your Personal Finances:Thinking Like an Economist In a text-based lesson, students are taught the meaning of economics and are asked to redefine the terms wants and needs for the duration of the course. In a video lesson, students learn the jargon associated with loans	177885	Economics Unit 1 Test Students are asked questions about the key terms they have learned as they apply to economics in the course
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.				
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosohies of some of the founders of modern economics.
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	344200	Economics Unit 3 Mixed or Modernized Economy This lesson will help students understand the mixed economies around the world by analyzing an illustrative map	117918	Economics Unit 3 Assignment: Types of Economic Systems In a graded assesment, students will integrate technical analysis in digital form

LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosophies of some of the founders of modern economics.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.	344172	Economics Unit 2: Historical Background of Economics Students will read about differing founders' viewpoints about economics.	177885	Economics Unit 2 Assignment: Historical Background of Economics In a summative activity, students will demonstrate knowledge of the different philosophies of some of the founders of modern economics.
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.				
LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content.*	117958	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will write an economics specific paper	117958	Economics Unit 6 Paper: Starting a new Business In a writing assignment, students will write an economics specific paper
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	e. Provide a concluding statement or section that follows from or supports the argument presented.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	117958	Economics Unit 6 Paper: Starting a new Business	117958	Economics Unit 6 Paper: Starting a new Business

Documentation of Alignment

World History A and B [3154/3155]

Date of Correlation 02/04/2013

Standard ID	Benchmark	Alignment Citation	
		Content	Assessment
		Unit & Lesson Name	Assessment Name
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** Paper Component: Annotated Bibliography and Thesis Statement Paper Component: Research Paper Outline Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** Paper Component: Annotated Bibliography and Thesis Statement Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with rubric directly interactive teacher feedback, students develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Through a text-based lesson, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students will provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** Paper Component: Research Paper Outline Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students develop their topics with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization In a graded, summative multimedia product, students present key aspects of an ancient civilization. As part of this project, students demonstrate their ability to design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to identify the physical characteristics and the human characteristics that define and differentiate regions.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization In a graded, summative assessment, students demonstrate their ability to identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to interpret population growth and other demographic data for any given place.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization In a graded, summative assessment, students demonstrate their ability to interpret population growth and other demographic data for any given place by answering objective multiple choice questions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization In a graded, summative multimedia product, students present key aspects of an ancient civilization. As part of this project, students demonstrate their ability to use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	**World History B Unit 9: The Post-Imperial World** Post-Colonial Africa **World History B Unit 11: Contemporary Issues** Modern Challenges in Nation-Building Human Rights Violations Through text-based lessons with maps, multimedia presentations, and interactive activities, students learn to describe the factors and processes that contribute to the differences between developing and developed regions of the world.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World **World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In graded, summative assessments, students demonstrate their ability to describe the factors and processes that contribute to the differences between developing and developed regions of the world. **World History B Unit 12: World History Research Paper** Paper: World History Research Paper [Imperialism and Colonialism Option] In a graded, summative writing product, students demonstrate their ability to describe the factors and processes that contribute to the differences between developing and developed regions of the world by analyzing the ongoing legacy of imperialism and colonialism upon former colonies. To do this, they must consider how colonies were exploited to benefit imperial powers, and the ramifications of that exploitation (i.e. lack of diversified economies, political and social instability, etc).
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Hunters and Gatherers **World History B Unit 5: Industrialization** Video: *The Greatest Mass Migration in Human History: Ireland's Potato Famine* Through text-based lessons with video clips, maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. World History A: The video clip introduces students to various push/pull factors that may have driven the migration of early humans from Africa to other parts of the world. In the interactive activity, students match various examples of migration to the appropriate date ranges. In the interactive map activity, students observe how agriculture developed independently in different parts of the world. World History B: The video clip teaches students about why millions of Irish people fled to the United States, driven by the push factor of famine and the pull factor of economic oppurtunity.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization **World History B Unit 5: Industrialization** Unit Test: Industrialization Paper: The Social Effects of Industrialization **World History B Unit 12: World History Research Paper** Paper: World History Research Paper [Slavery option] In both graded, summative multiple choice assessments, and graded, summative writing products, students demonstrate their ability to use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization Students demonstrate their ability to employ applicable units of measurement and scale to solve simple locational problems using maps and globes by answering objective multiple choice questions.

SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.	**World History A Unit 1: The Dawn of Civilization** Geography Skills **World History B Unit 12: World History Research Paper** How to Write your World History Research Paper Paper: World History Research Paper Instructions Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.	**World History B Unit 12: World History Research Paper** Paper: World History Research Paper [All three options] In a graded, summative writing product with both rubric-based feedback and direct teacher interaction, students use demonstrate their ability to use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. For this paper, students conduct a case study based on one of three options (slavery, imperialism/colonialism, or technology). Their case study must focus on a particular region. Students use geographic terms and tools along with historiographic skills to analyze the topic they select. Their written product must reflect consideration of relevant critical economic, physical, and political issues.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Video: *The Earliest Human Migration* **World History A Unit 2: The Ancient Near East** The Hebrews and the Rise of Judaism **World History A Unit 4: Ancient India, China, and Japan** Ancient Indian Civilizations: The Harappans and the Aryans Ancient China Ancient Japan **World History A Unit 8: The Americas** Unit Introduction: The Americas **World History A Unit 10: Precolonial Africa** The Geography of Africa **World History A Unit 12: Medieval Europe** The Holy Roman Empire **World History B Unit 5: Industrialization** Video: *The Greatest Mass Migration in Human History: Ireland's Potato Famine* Through video clips and text-based lessons with maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization **World History A Unit 2: The Ancient Near East** Unit Test: The Ancient Near East **World History A Unit 4: Ancient India, China, and Japan** Unit Test: Ancient India, China, and Japan **World History A Unit 8: The Americas** Unit Test: The Americas **World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa **World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe **World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion **World History B Unit 5: Industrialization** Unit Test: Industrialization Paper: The Social Effects of Industrialization **World History B Unit 12: World History Research Paper**
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.	**World History A Unit 1: The Dawn of Civilization** Geography Skills **World History A Unit 7: Empires of India and China** China: The Han Dynasty Video: *The Silk Road* Through video clips and text-based lesson with maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. Students apply these skills by conducting a case study of cultural diffusion along the Silk Road during the 4th through 7th centuries.	**World History A Unit 7: Empires of India and China** Journal: Trade and Cultural Diffusion Along the Silk Road In a graded, summative writing product, students demonstrate their ability to use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world by applying what they have learned to conduct a case study of cultural diffusion along the Silk Road. In their written response, students explain what aspects of culture were shared between east and west along the Silk Road during the 4th through 7th centuries.

SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.	Throughout World History A and B, students learn to use political maps to describe the change in boundaries and governments within continents over time. For example: **World History B Unit 7: World War I** World War I Through text-based lessons with both conventional and interactive maps, students learn to use political maps to describe the change in boundaries and governments within continents over time. In one interactive map activity, students move through progressively through the years 1914 to 1918, observing fluctuations in the battle lines over time. In another interactive map activity, students compare how the pre- and post-war borders of European nations were transformed by the outcome of the war and the conditions of the Paris Peace Accords.	Throughout World History A and B, students complete graded, summative assessments by answering multiple choice questions about how political maps describe the change in boundaries and governments within continents over time. For example: **World History B Unit 7: World War I** Unit Test: World War I In a graded, summative assessment, students demonstrate their ability to use political maps to describe the change in boundaries and governments within continents over time by answering objective multiple choice questions.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	**World History A Unit 7: Empires of India and China** China: The Han Dynasty Video: *The Silk Road* **World History A Unit 10: Pre-Colonial Africa** Environmental Change, Trade, and Islan Transform Africa Through text-based lessons, maps, and a video clip, students learn to analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. Students observe how the Silk Road drove cultural and economic exchange between Asia and Europe.	**World History A Unit 7: Empires of India and China** Journal: Trade and Diffusion Along the Silk Road In a graded, formative writing product, students analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture along the Silk Road
SS.912.H.1.3:	Relate works in the arts to various cultures.	Art, architecture, music, and literature are referenced throughout World History A and World History B. Examples are provided as support material throughout each course. Additionally, certain lessons focus on the arts. For example: **World History A Unit 4: Ancient India, China, and Japan** Ancient Japan Through a text-based lesson, students learn to relate Japan's Heian Period to achievement in music, literature and the arts. They read a plot summary of *The Tale of Genji* , and consider its significance as the world's first novel. **World History A Unit 11: Medieval East Asia** Feudal Japan Through a text-based lesson with a multimedia presentation, students learn to relate works in the arts to feudal Japanese culture. In the interactive multimedia presentation, students select from the categories of visual arts, literature, and the performing arts to learn about Ukiyo-e printing, Haiku poetry, and Noh Theater. **World History B Unit 2: Renaissance and Reformation** Renaissance Architecture Through a text-based lesson with architectural details, students learn to relate the work of Michelangeo to the culture of Renaissance Europe.	Throughout World History A and B, students complete assessments which require them to relate works in the arts to various cultures. For example: **World History B Unit 2: Renaissance and Reformation** Discussion: Masters of the Renaissance In a graded, formative discussion with their peers, students write a paragraph about a Renaissance artist of their choice. They discuss where the artist was born, where he worked, his training in the arts, and for whom he worked. They also discuss the medium (material used to make artworks) he primarily used (e.g., oil paint, marble, stone, prints). Students also consider how it compares to other works of art, and how the artist expresses ideas and themes that were important to people living in his time. Students are required to respond to at least two classmates' entries as part of the discussion.

SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson and a map, students learn to locate the extent of Byzantine territory at the height of the empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In this graded, summative assessment, students answer multiple choice questions to demonstrate their ability to locate the extent of Byzantine territory at the height of the empire.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.	Both static and interactive timelines are used extensively throughout both World History A and World History B. For example: **World History B Unit 7: World War I** World War I **World History B Unit 8: World War II** Unit 8 Introduction: World War II Through interactive timeline activities reinforced by subsequent text-based lessons, students learn to establish cause and effect relationships of historical events. The interactive timelines graphically depict major events, while also showing related events that preceeded or followed them.	Students are assessed over their ability to use both static and interactive timelines throughout both World History A and World History B. For example: **World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 8: World War II** Unit Test: World War I In graded, summative assessments, students demonstrate their ability to use timelines to establish cause and effect relationships of historical events. These questions require students to sort events in the proper order, or to identify how/why one event led to another by answering objective multiple choice questions.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.	**World History A Unit 9: The Medieval Middle East** Defining the Middle Ages Islam The Ummayad and Abbassid Caliphates Muslim Achievements Through text-based lessons, maps, and multimedia activities, students learn to discuss significant people and beliefs associated with Islam. In one multimedia activity, students sort key tenets of Islamic faith by placing them in relation to the Five Pillars of Islam. In a second multimedia activity, students select from the categories of astronomy, medicine, mathematics, history, art, and architecture, to learn about important, people, places, and discoveries associated with Islam. In a third multimedia activity, students use virtual flashcards to review key terms, concepts, and people associated with the Islamic faith.	**World History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East In a graded, summative assessment, students demonstrate their ability to discuss significant people and beliefs associated with Islam by answering objective multiple choice questions.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).	**World History B Unit 2: Renaissance and Reformation** The European Renaissance Through a text-based lesson and a map, students learn to identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice). The map illustrates how geographical factors and the confluence of trade routes made the Italian city-states a crossroads of trade and cultural exchange during the Renaissance.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In this graded, summative assessment, students demonstrate their ability to identify the economic and political causes for the rise of the Italian city-states by answering objective multiple choice questions.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** England and Consitutionalism Through a text-based lesson, students learn to compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to compare the effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia by answering objective multiple choice questions.

SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.	**World History B Unit 5: Industrialization** The Industrial Revolution Through a text-based lesson, an interactive map, an interactive activity, and a multimedia presentation, students learn to describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan. In the interactive map activity, students observe how industrialization spread in stages from Great Britain to other regions of Europe. In the interactive activity, students match important agricultural and technological innovations with the people who created them. In the multimedia presentation (child labor), students view Lewis Hines' photographs of child factory workers while listening to representative dialogue on behalf of each child. They learn about the long hours, dangerous and unsanitary conditions, and high death rates faced by children factory workers during the industrial revolution.	**World History B Unit 5: Industrialization** Unit Test: Industrialization In this graded, summative assessment, students demonstrate their ability to describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan by answering mutiple choice questions.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	**World History B Unit 7: World War I** Video: *Roots of the War* The Causes of World War I Through a video clip and a text-based lesson with maps, students learn to analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	**World History B Unit 7: World War I** Unit Test: World War I In this graded, summative assessment, students answer multiple choice questions to demonstrate their ability to analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.	**World History B Unit 10: The Cold War Era** The Cold War Begins Through a text-based lesson and maps, students learn to identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics by answering objective multiple choice questions.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.	**World History B Unit 8: World War II** Video: *The Atomic Bomb - August 6, 1945* The End of the War **World History B Unit 10: The Cold War Era** The Cold War Begins Through text-based lessons and a video clip, students learn to dentify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.	**World History B Unit 8: World War II** Unit Test: World War II **World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In graded, summative assessments, students demonstrate their ability to identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life by answering objective multiple choice questions.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson, students learn to describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion by answering objective multiple choice questions.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.	**World History A Unit 8: The Americas** The Mayas Through a text-based lesson with illustrative diagrams, students learn to compare time measurement systems used by different cultures by examining the example of the Mayan calendar and mathematical system.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization In a graded, formative multimedia product, students select an ancient civilization and present key aspects of its culture and history, including its characteristic time measurement system(s).

SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.	**World History A Unit 9: The Medieval Middle East** Defining the Middle Ages Through a text-based lesson and multimedia presentation, students learn to compare the major beliefs and principles of Judaism, Christianity, and Islam. The multimedia presentation uses images, maps, and voice-over narration to describe the similarities, differences, and points of conflict between the Abrahamic religions. It also illustrates how these faiths share a common prophetic tradition.	**World History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East In this graded, summative assessment, students demonstrate their ability to compare the major beliefs and principles of Judaism, Christianity, and Islam by answering objective multiple choice questions.
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).	**World History B Unit 2: Renaissance and Reformation** The European Renaissance In a text-based lesson, students learn to recognize the influence of Classical Greek, Byzantine, Islamic, and Western European influences on Renaissance Italy. The School of Athens Through a text-based lesson with an interactive multimedia activity, students learn about the influence of Classical Greece on the Renaissance Italy. In the interactive activity, they identify influential figures depicted in the painting, *The School of Athens*.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In this graded, summative assessment, students answer multiple choice questions that demonstrate their ability to recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.5.2:	Identify major causes of the Enlightenment.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Video: *All About the Enlightenment - The Age of Reason* The Enlightenment Through a video clip and a text-based lesson, students learn to identify major causes of the Enlightenment.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In this graded, summative assessment, students demonstrate their ability to identify major causes of the Enlightenment by answering objective multiple choice questions.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.	**World History B Unit 5: Industrialization** The Industrial Revolution Through a text-based lesson, an interactive map, an interactive activity, and a multimedia presentation, students learn to summarize the social and economic effects of the Industrial Revolution. In a multimedia presentation (child labor), students view Lewis Hines' photographs of child factory workers while listening to representative dialogue on behalf of each child. They learn about the long hours, dangerous and unsanitary conditions, and high death rates faced by children factory workers during the industrial revolution.	**World History B Unit 5: Industrialization** Journal: Considering a Past Life In a graded, formative writing product, students compare the plights of factory workers during the Industrial Revolution to that of chattel slaves. They must summarize the social and economic effects of the Industrial Revolution in order to draw comparisons between "free" factory workers and actual slaves. Paper: The Social Effects of Industrializaion In a graded, summative writing product with rubric-based feedback, students conduct research over the social and economic effects of the Industrial Revolution and summarize their findings in multiparagraph essay. Unit Test: Industrialization In a graded, summative assessment, students demonstrate their ability to summarize the social and economic effects of the Industrial Revolution by answering objective multiple choice questions.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.	**World History B Unit 7: World War I** World War I Through a text-based lesson with an interactive map and timeline, students learn to describe the changing nature of warfare during World War I. In the interactive map activity, students observe the contrast between stagnant trench warfare on the Western Front and the more mobile nature of the Eastern Front.	**World History B Unit 7: World War I** Discussion: New Technology in Battle In a graded, formative discussion with their peers, students conduct research about one of the new types of warfare that emerged during World War I. They post concerning how it was developed, and how it affected the enemy. Students are required to comment on at least two of their classmates' entries.

SS.912.W.8.2:	Describe characteristics of the early Cold War.	**World History B Unit 10: The Cold War Era** The Cold War Begins Through a text-based lesson and a map, students learn to describe the characteristics of the early Cold War.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In a graded, summative assessment, students demonstrate their ability to describe the characteristics of the early Cold War by answering objective multiple choice questions.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.	**World History B Unit 10: The Cold War Era** The Cold War Begins Through a text-based lesson, students learn to describe the causes and effects of post-World War II economic and demographic changes.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In a graded, summative assessment, students demonstrate their abiltiy to describe the causes and effects of post-World War II economic and demographic changes by answering objective multiple choice questions.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson and a map, students learn to analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In this graded, summative assessment, students demonstrate their ability analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure by answering objective multiple choice questions.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to distinguish between, interpret, and and evaluate primary and secondary sources.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative writing product, students intepret and analyze primary sources (including poltical cartoons, isolationist statues from Tokugawa-era Japanese law, and quotes from Karl Marx and Adam Smith) related to the topic of free trade.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.	**World History A Unit 9: The Medieval Middle East** Islam The Umayyad and Abbassid Caliphates **World History A Unit 10: Precolonial Africa** Environmental Change, Trade, and Islam Transform Africa **World History A Unit 12: Medieval Europe** The Crusades Through text-based lessons, maps, and an interactive timeline activity, students learn the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula. In the interactive timeline activity, students examine the dates, leaders, key events, and outcomes of the Crusades.	**World History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East **World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa **World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In graded, summative assessments, student demonstrate their ability to determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula by answering objective multiple choice questions.

SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.	**World History B Unit 2: Renaissance and Reformation** Renaissance Architecture Through a text-based lesson with architectural details, students learn to recognize the influence of Michelangelo on the architectural and artistic development of Renaissance Italy. The School of Athens The Art of Renaissance Europe Througha text-based lesson with an interactive multimedia activity, and images of paintings, students learn to recognize the influence of Leonardo da Vinci on the artistic development of Renaissance Italy. In one interactive activity, students identify influential figures depicted in the painting, The School of Athens. In another interactive activity, students toggle between various forms of artistic perspective to see how Renaissance-era innovations revolutionized the visual arts. Literature and Philosophy of the Renaissance Through a text-based lesson, students learn to relate important literary and philosophical works of the Renaissance to their respective cultures by reading summaries of key works by Giovanni Boccaccio, Desidirius Erasmus, Francesco Petrarch, William Shakespeare, Christine de Pisan, Sir Thomas Moore, Niccolo Machiavelli, and Giovanni Pico della Mirandola.	**World History B Unit 2: Renaissance and Reformation** Discussion: Masters of the Renaissance In a graded, formative discussion with their peers, students write a paragraph about a Renaissance artist of their choice. They discuss where the artist was born, where he worked, his training in the arts, and for whom he worked. They also discuss the medium (material used to make artworks) he primarily used (e.g., oil paint, marble, stone, prints). Students also consider how it compares to other works of art, and how the artist expresses ideas and themes that were important to people living in his time. Students are required to respond to at least two classmates' entries as part of the discussion. Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to identify the major artistic, literary, and technological contributions of individuals during the Renaissance by answering objective multiple choice questions.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Video: *All About the Enlightenment - The Age of Reason* The Enlightenment Through a video clip and a text-based lesson, students learn to summarize the major ideas of Enlightenment philosophers. The content examines the concepts of rationalism, empricism, tolerance, scepticism, and deism; summarizes the beliefs and important written works of Thomas Hobbes, John Locke, Mary Wollstonecraft, Denis Diderot, Baron de Montesquieu, Voltaire, and Rousseau; and describes the influence of Enlightenment philosophy on the "enlightened despots" (Catherine the Great, Frederick II, and the Hapsburgs).	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In this graded, summative assessment, students demonstrate their ability to summarize the major ideas of Enlightenment philosophers by answering objective multiple choice questions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	**World History B Unit 5: Industrialization** New Economic Principles Through a text-based lesson and a multimedia activity, students learn to compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. In the multimedia activity, students sort characteristics of each economic system into the appropriate categories.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In this graded, formative writing assignment, students compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. They analyze excerpts from primary sources by Smith and Marx (and related sources) concerning the issue of free trade. Unit Test: Industrialization In this graded, summative assessment, students demonstrate their ability to compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx by answering objective multiple choice questions.

SS.912.W.7.3:	Summarize significant effects of World War I.	**World History B Unit 7: World War I** World War I The Bolshevik Revolution The End of World War I The Aftermath of World War I Through text-based lessons, interactive maps and timelines, and multimedia presentations, students learn to summarize the significant effects of World War I. The maps and timelines illustrate the actual course of the war. Text-based content describes the cost of the war, its aftermath, and the ramifications of the Treaty of Versailles (i.e. how it created the conditions that led to World War II).	**World History B Unit 7: World War I** Unit Test: World War I In a graded, summative assessment, students demonstrate their ability to summarize significant effects of World War I by answering multiple choice qustions.
SS.912.W.8.3:	Summarize key developments in post-war China.	**World History B Unit 10: The Cold War Era** Communist China Through a text-based lesson, students learn to summarize ley developments in post-war China.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to summarize key developments in post-war China by answering objective multiple choice questions.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.	**World History B Unit 11: Contemporary Issues** Human Rights Violations Through a text-based lesson, students learn to explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.	**World History B Unit 11: Contemporary Issues** Discussion: Human Rights in the World Today In a graded, formative writing assignment, students analyze a primary source (a letter by Winston Churchill) and evaluate whether its position regarding human rights in the post-World War II era has been fulfilled. Using Churchill's letter as context, explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson with maps, students learn to identify key figures associated with the Byzantine Empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to identify key figures associated with the Byzantine Empire by answering objective multiple choice questions.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.	**World History B Unit 12: World History Research Paper** Introduction: World History Research Paper Through a text-based lesson, students learn to explain how historians use historical inquiry and other sciences to understand the past.	**World History B Unit 12: World History Research Paper** Paper: World History Research Paper In a graded, summative writing product with both rubric-based feedback and direct teacher interaction, students use historical inquiry and other sciences to understand the past. They apply the skills of historical inquiry to research and analyze one of three key topics in the study of world history: Slavery, The Legacy of Imperialism, or Technology.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.	**World History B Unit 1: New Asian Empires** The Mughal Empire **World History B Unit 9: The Post-Imperial World** India Gains Its Independence Through text-based lessons and maps, students learn to describe the expansion of Islam into India and the relationship between Muslims and Hindus.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires **World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In graded, summative assessments, students demonstrate their abiltiy to describe the expansion of Islam into India and the relationship between Muslims and Hindus by answering objective multiple choice questions.

SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.	**World History B Unit 2: Renaissance and Reformation** The Art of Renaissance Europe Literature and Philosophy of the Renaissance Through text-based lessons with interactive activities and images of artwork, students learn to identify the characteristics of Renaissance humanism in works of art.	**World History B Unit 2: Renaissance and Reformation** Discussion: Master of the Renaissance In a graded, formative discussion with their peers, students identify characteristics of Renaissance humanism in works of art by selecting, researching, and discussing the work of a particular Renaissance artist.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** The Enlightenment Video: *All About the Enlightenment - The Age of Reason* The French Revolution Changing Powers Through text-based lessons, maps, and a video clip, students learn to evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.	**World History B Unit 5: Industrialization** The Industrial Revolution New Economic Principles **World History B Unit 6: Nationalism, Imperialism, and Reform** The Global Abolition Movement Through a text-based lesson, students learn to describe how the Abolition movement helped end chattel slavery around the globe, the influence of this movement in the United States prior to the American Civil War, and how other (more subtle) forms of involuntary labor still persist. Latin America Struggles for Independence Through a text-based lesson with a map, students learn to describe how Latin America reformers fought for their independence and tried to transform the social and political systems that were established under the imperial powers. The content covers the Haitian slave revolt, and revolutions in Venezuela and Argentina, and the Mexican Revolution (and subsequent U.S. intervention). The lesson also introduces students to important South American revolutionary figures such as Toussaint L'Overture, Simón Bolívar, José de San Martín, Pancho Villa, and Emiliano Zapata. Early Russian Revolutions Through a text-based lessons, students learn to describe how a series of abortive uprisings, exacerbated by the government's mishandling of the Russo-Japanese War of 1904-1905, reflected rising anti-czarist sentiment in Russia, and helped set the stage for the Bolshevik Revolution during WWI.	**World History B Unit 5: Industrialization** Unit Test: Industrialization **World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform **World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In graded, summative assessments, students demonstrate their ability to describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America by answering objective multiple choice questions.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	**World History B Unit 8: World War II** Instability in Europe Through a text-based lesson, students learn to describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	**World History B Unit 8: World War II** Unit Test: World War II In this graded, summative assessment, students demonstrate their ability to describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression by answering objective multiple choice questions.

SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.	**World History B Unit 10: The Cold War Era** The Korean War Conflicts Between the Superpowers Video: *The Cuban Missile Crisis* The Vietnam War Through a video clip and a text-based lessons with maps, students learn to summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In a graded, summative assessment, students demonstrate their ability to summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East by answering objective multiple choice questions.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.	**World History B Unit 8: World War II** Video: The Rise of Nationalism Japanese Miliatrism Instability in Europe The Road to War Through a video clip, and through text-based lessons, an interactive timeline, and an interactive map activity , students learn to describe the causes and effets of twentieth century nationalist conflicts. In the interactive map activity, students trace the progress of the Third Reich's prewar absorption of bordering territories based on claims of their ethnic and linguistic "Germanness."	**World History B Unit 8: World War II** **Unit Test: World War II** In a graded, summative assessment, students demonstrate their ability to describe the causes and effects of twentieth century nationalist conflicts by answering objective multiple choice questions.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson with maps, students learn to explain the contributions of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to explain the contributions of the Byzantine Empire by answering objective multiple choice questions.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).	**World History A Unit 12: Medieval Europe** The Hundred Years' War Through a text-based lesson, students learn to compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography) by consdidering such factors as the lack of intact or reliable sources, biased sources, sources that have been intentionally tampered with, or sources that employ suspect methodology.	**World History A Unit 12: Medieval Europe** Journal: Military Technology In a graded, formative writing assignment, students compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography) by imagining the ramifications of transplanting military technology from one place/time to another. By envisioning alternative historical outcomes, students gain a deeper understanding of the subjectivity of historical interpretation.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.	**World History A Unit 9: The Medieval Middle East** The Umayyad and Abbassid Caliphates Muslim Achievements Through a text-based lesson with maps and interactive multimedia activities, students learn to describe the achievements, contributions, and key figures associated with the Islamic Golden Age. In the review activity, students use virtual flipcards to reinforce their understanding of key terms associated with the Islamic faith and the Islamic Golden Age.	**World History B Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East In this graded, summative assessment, students demonstrate their ability to describe the achievements, contributions, and key figures associated with the Islamic Golden Age by answering objective multiple choice questions.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** The Scientific Revolution Through a text-based lesson, students learn to describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to describe how from the Middle Ages and Renaissance led to the Scientific Revolution by answering objective multiple choice questions.

SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** The Enlightenment *Video: All About the Enlightenment - The Age of Reason* The French Revolution The American Revolution The Napoleonic Era Through a video clip, and through text-based lessons with maps and illustrative diagrams, students learn to analyze the extent to which the Enlightenment impacted the American and French Revolutions.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** Discussion: Comparing Revolutions In a graded, formative discussion with their peers, students compare the American and French Revolutions. To accomplish this, students must analyze the extent to which the Enlightenment impacted the American and French Revolutions. Students are required to respond to at least two of their peers' responses as part of the discussion.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.	**World History B Unit 6: Nationalism, Imperialism, and Reform** The Unification of Italy and Germany Through a text-based lesson with maps, students learn to summarize the causes, key events, and effects of the unification of Italy and Germany.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform In this graded, summative assessment, students demonstrate their ability to summarize the causes, key events, and effects of the unification of Italy and Germany by answering objective multiple choice questions.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.	**World History B Unit 7: World War I** The Bolshevik Revolution **World History B Unit 8: World War II** Video: *The Rise of Nationalism* Instability in Europe Video: *Hitler* Through video clips, text-based lessons and a multimedia tutorial activity, students learn to describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. In the interactive tutorial, students sort through examples of the political spectrum, including extreme left-wing, centrist, and extreme right-wing political ideologies.	**World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 8: World War II** Unit Test: World War II In these graded, summative assessments, students answer multiple choice questions to demonstrate their ability to describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.	**World History B Unit 10: The Cold War Era** The Collapse of the Soviet Union Through a text-based lesson, students learn about the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe by answering objective multiple choice questions.

SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.	**World History A Unit 12: Medieval Europe** The Calamitous Century Through a text-based lesson with an interactive map, students learn to assess the social and economic influence of pandemics on a global scale by examining the specific case of the Black Death. In the interactive map activity, students trace the progressive spread of the Black Death. They observe how it arrived from Asia and afflicted the entirety of Europe. **World History B Unit 7: World War I** The End of World War I Through a text-based lesson, students learn about the influenza pandemic that killed millions worldwide during the demobilization following World War I. **World History B Unit 9: The Post-Imperial World** Post-Colonial Africa Through a text-based lesson, students learn to assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. The lesson focuses on the ongoing struggle against pandemic diseases such as HIV and malaria in Africa.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe **World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In graded, summative assessments, students demonstrate their ability to assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world, by answering objective multiple choice questions.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson, students learn to describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome by answering objective multiple choice questions.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.	**World History B Unit 8: World War II** Instability in Europe The Holocaust and the Nuremberg Trials Through text-based lessons, students learn to evaluate the role of history in shaping identity and character.	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to evaluate the role of history in shaping identity and character.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.	**World History History A Unit 9: The Medieval Middle East** Islam The Umayad and Abbassid Caliphates Muslim Achievements **World History A Unit 12: Medieval Europe** The Crusades **World History B Unit 11: Contemporary Issues** The Middle East in Turmoil Through text-based lessons with maps and multimedia presentations, students learn to describe key economic, political, and social developments in Islamic history.	**World History History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East **World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe **World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In graded, summative assessments, students demonstrate their ability to describe the key economic, political, and social developments in Islamic history by answering objective multiple choice questions.

SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.	**World History B Unit 2: Renaissance and Reformation** Scientific Progress **World History B Unit 4: Absolutism, Enlightenment, and Revolution** The Scientific Revolution In text-based lessons, students learn to describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods. They examine the work of Copernicus, Gallileo, and Kepler (among others) and consider how their theories differed from the beliefs and assumptions of previous eras.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation World History B Unit 4: Absolutism, Enlightenment, and Revolution Unit Test: Absolutism, Enlightenment, and Revolution In graded, summative assessments, students demonstrate their ability to describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods by answering objective multiple choice questions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** The French Revolution The Napoleonic Era Through text-based lessons, interactive activities, and maps, students learn to summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon. Particular attention is devoted to the influence of the Napoelonic Code on modern legal systems.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Journal: Napoleon's State In a graded, formative writing product, students summarize the rise and rule of Napoleon, and interpret it within the context of Plato's circle of government.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.	**World History B Unit 6: Nationalism, Imperialism, and Revolution** Latin American Struggles for Independence The Age of Imperialism British Control of India Imperialism in China and Japan The Scramble for Africa Through text-based lessons with interactive maps and multimedia presentations, students learn to analyze the causes and effects of imperialism. They are introduced to the methods by which imperial powers exercised control over their colonies, the benefits colonizers gained from exploiting their colonies, and the ongoing impact of imperialism's legacy upon former colonies.	**World History B Unit 6: Nationalism, Imperialism, and Revolution** Unit Test: Nationalism, Imperialism, and Revolution In a graded, summative assessment, students demonstrate their ability to analyze the causes and effects of imperialism by answering objective multiple choice questions. World History B Unit 12: World History Research Paper Paper: World History Research Paper Final Draft [Legacy of Imperialism option] In a graded, summative writing product with both rubric-based feedback and direct teacher interaction, students write a research-based analysis of the ongoing legacy of imperialism and colonialism on both the colonizers and the colonized.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	**World History B Unit 8: World War II** Instability in Europe The Road to War The Holocaust and the Nuremberg Trials Through text-based lessons, students learn about the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories by answering objective multiple choice questions.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.	**World History B Unit 9: The Post-Imperial World** The Creation of Modern Israel Through a text-based lesson, students learn about the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In a graded, summative assessment, students demonstrate their ability to explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.	**World History B Unit 11: Contemporary Issues** Modern Challenges in Nation-Building Through a text-based lesson, students learn about the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.	**World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In a graded, summative assessment, students demonstrate their ability to analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson, students learn about the causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In this graded, summative assessment, students demonstrate their ability to analyze the causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire by answering objective multiple choice questions.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.	**World History A Unit 9: The Medieval Middle East** Islam The Umayyad and Abbassid Caliphates **World History A Unit 12: Medieval Europe** The Crusades Through text-based lessons and multimedia presentations, students learn to the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.	**World History B Unit 12: Medieval Europe** Paper: Impact of the Crusades In a graded, summative writing product with rubric-based feedback, students analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. Students focus on the cultural exchanges that occurred as a consequence of the Crusades.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.	**World History B Unit 2: Renaissance and Reformation** Literature and Philosophy of the Renaissance Through a text-based lesson, students learn to identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers by answering objective multiple choice questions.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.	**World History B Unit 4:** **Absolutism, Enlightenment, and Revolution** The Napoleonic Era **World History B Unit 6: Nationalism, Imperialism, and Reform** Latin America Struggles for Independence Through text-based lessons and multimedia presentations, students learn to describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.	**World History B Unit 4:** **Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Reform **World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Revolution In graded, summative assessments, students demonstrate their ability to describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture by answering objective multiple choice questions.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Imperialism in China and Japan Through a text-based lesson, students learn to identify major events in China during the 19th and early 20th centuries related to imperialism. The content covers the Opium Wars, and the opening of Japan.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform In a graded, summative assessment, students demonstrate their ability to identify major events in China during the 19th and early 20th centuries related to imperialism by answering objective multiple choice questions.

SS.912.W.7.7:	Trace the causes and key events related to World War II.	**World History B Unit 8: World War II** Video: *The Rise of Nationalism* Japanese Militarism Instability in Europe Video: *Hitler* The Road to War Blitzkrieg The Battle of the Atlantic Video: *The Lend-Lease Act: America Aids Britain* The Battle of Britain Hitler Invades the Soviet Union Video: *Pearl Harbor* War in the Pacific The End of the War Video: *The Atomic Bomb - August, 6, 1945* The Holocaust and the Nuremberg Trials Video: *Life in the Concentration Camps* Through text-based lessons, interactive maps and timelines, multimedia presentations, interactive activities, and video clips, students learn to trace the causes and key events related to World War II. The content traces all events and outcomes of all key battles of WWII in both the European and Pacific Theaters of War. More specifically, the content covers (but is not limited to) the examinations of the aftermath of WWI; the ramifications of the Treaty of Versailles; Japan's imperialist emulation of the West; Japanese aggression in Manchuria and Korea; Stalin's ascension to power in the Soviet Union;	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to trace the causes and key events related to World War II by answering objective multiple choice questions.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.	**World History B Unit 9: The Post-Imperial World** In text-based lessons, students learn to compare the post-war independence movements in African, Asian, and Caribbean countries.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In a graded, summative assessment, students answer multiple choice questions about post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.	**World History B Unit 11: Contemporary Issues** Terrorism Through a text-based lesson, students learn to describe the impact of and global response to international terrorism by examining recent terrorist incidents and the underlying causes of ideological extremism.	**World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In a graded, summative assessment, students demonstrate their ability to describe the impact of and global response to international terrorism by asnwering multiple choice questions.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.	**World History B Unit 1: New Asian Empires** Origins of the Ottoman Empire The Ottoman Empire Through text-based lessons, students learn to describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent by answering objective multiple choice questions.
SS.912.W.3.8:	Identify important figures associated with the Crusades.	**World History A Unit 12: Medieval Europe** The Crusades Through a text-based lesson and an interactive activity, students learn to identify important figures associated with the Crusades.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, demonstrate their ability to identify important figures associated with the Crusades.

SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	**World History B Unit 2: Renaissance and Reformation** The Reformation Other Protestant Reformers The Church of England Effects of the Reformation on Society Through text-based lessons, students learn to summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe by answering objective multiple choice questions.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.	**World History B Unit 8: World War II** The Holocaust and the Nuremberg Trials Through a text-based lesson, students learn to explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.	**World History B Unit 8: World War II** Journal: The Holocaust and Human Rights In a graded, formative writing product, students evaluate what the world community learned from the Holocaust. To accomplish this, students do Internet research on the United Nations Declaration of Human Rights, select one article of the Declaration, and evaluate how that article responds to the experiences of victims of atrocities during World War II.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.	**World History B Unit 9: The Post-Imperial World** India Gains Independence Latin America **World History B Unit 10: The Cold War Era** Conflicts Between the Superpowers Through text-based lessons, students learn to describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post Imperial World **World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In graded, summative assessments, students demonstrate their ability to describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies by answering objective multiple choice questions.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.	**World History A Unit 12: Medieval Europe** Unit 12 Introduction: Medieval Europe Through a text-based lesson, students learn to analyze the impact of the collapse of the Western Roman Empire on Europe.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to analyze the impact of the collapse of the Western Roman Empire on Europe by answering objective multiple choice questions.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.	**World History A Unit 10: Pre-Colonial Africa** Unit 10 Introduction: Pre-Colonial Africa Prehistoric and Iron Age Africa East Africa Civilizations In text-based lessons with maps, students learn to trace the growth of major sub-Saharan African kingdoms and empires.	**World History A Unit 10: Pre-Colonial Africa** Unit Test: Pre-Colonial Africa In a graded, summative assessment, students demonstrate their ability to trace the growth of major sub-Saharan African kingdoms and empires by answering objective multiple choice questions.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	**World History B Unit 2: Renaissance and Reformation** The Counter-Reformation Through a text-based lesson, students learn to analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation by answering objective multiple choice questions.

SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.	**World History B Unit 8: World War II** Blitzkrieg The Battle of Britain The Battle of the Atlantic Video: *The Lend-Lease Act: America Aids Great Britain* Hitler Invades the Soviet Union War in the Pacific The End of the War Video: *The Atomic Bomb - August 6, 1945* **World Hisory B Unit 10: The Cold War Era** The Cold War Begins Through video clips, and through text-based lessons with interactive maps and multimedia presentations, students learn to identify the wartime strategy and post-war plans of the Allied leaders. The content traces the initial disorganization of the Allied resistance to Axis aggression; American attempts to support the Allies while remaining officially neutral; the development of the Allied counterattack (from North Africa, through the invasion of Italy, to the D-Day invasion of Normandy); Soviet resistance and retaliation against the Wermacht; the Allied adoption of a "Europe First" policy after the United States enters the war; the Allied decision to demand the unconditional surrender of the Axis powers; the Pacific "Island Hopping" campaign; the development and use of the atomic bomb; the surrender of the Axis powers and subsequent Allied occupation; tensions between the Soviet Union and the other Allies during the aftermath	**World History B Unit 8: World War II** Unit Test: World War II **World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In graded, summative assessments, students demonstrate their ability to identify the wartime strategy and post war plans of the Allied leaders by answering objective multiple choice questions.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Latin America Struggles for Independence British Control of India Imperialism in China and Japan **World History B Unit 9: The Post-Colonial World** Post-Colonial Africa India Gains its Independence Latin America In text-based lessons with maps and multimedia presentations, students learn to analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform **World History B Unit 9: The Post-Colonial World** Unit Test: The Post-Colonial World In graded, summative assessments, students demonstrate their ability to analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America by answering objective multiple choice questions.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.	**World History A Unit 12: Medieval Europe** Christian Europe Feudalism and the Manorial System Video: *The Rise of Feudalism* Through a video clip, and through text-based lessons and an interactive activity, students learn to recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. In the interactive activity, students engage in a virtual tour of a medieval manor, and learn about how the manor was designed to protect people from hostile invaders.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization by answering objective multiple choice questions.

SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.	**World History A Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson, students learn to identify key significant economic, political, and social characteristics of Ghana.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their ability to identify key significant economic, political, and social characteristics of Ghana by answering objective multiple choice questions.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** The Scientific Revolution Through a text-based lesson and an interactive activity, students learn to identify the major contributions of individuals associated with the Scientific Revolution, including Sir Francis Bacon, Rene Descartes, Galileo Galilei, Sir Isaac Newton, Robert Boyle, William Harvey, Johannes Kepler. In an interactive activity, students match these individuals with their scientific contributions.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to identify the major contributions of individuals associated with the Scientific Revolution by answering objective multiple choice questions.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	**World History B Unit 8: World War II** The End of the War Video: *The Atomic Bomb - August 6, 1945* Through a text-based lesson and a video clip, students learn to summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan by answering objective multiple choice questions.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.	**World History B Unit 11: Contemporary Issues** Turmoil in the Middle East Terrorism In text-based lessons, students learn to explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.	**World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In a graded, summative assessment, students demonstrate their ability to explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades by answering multiple choices questions.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.	**World History A Unit 12: Medieval Europe** The Holy Roman Empire Changing Governmental Structures The Crusades The Hundred Years' War The Rise of the Nation-State Through text-based lessons, students learn to describe the rise and achievements of significant rulers in medieval Europe, including Charlemagne, Pope Urban II, Edward III, and Joan of Arc.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to describe the rise and achievements of significant rulers in medieval Europe by answering objective multiple choice questions.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.	**World History A Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson, students learn to identify key figures and significant economic, political, and social characteristics associated with Mali.	**World History A Uint 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their ability to identify key figures and significant economic, political, and social characteristics associated with Mali by answering objective multiple choice questions.

SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.	**World History B Unit 3: Exploration and Expansion** Unit 3 Introduction: Exploration and Expansion The Age of Exploration Video: *The Great Age of Exploration* Portuguese Voyages of Exploration Spanish Voyages of Exploration Other European Colonies in the Americas Through two video clips, text-based lessons, both static and interactive maps, multimedia presentations, and interactive activities, students learn to summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors. In one interactive activity, students students select explorers (including Cabot, Cartier, Columbus, Da Gama, and Magellan) to trace the routes of their journeys. In another interactive activity, students select various explorers to revealed their departure points, destinations, dates of departure, and the results of their voyages.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their ability to summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors by answering objective multiple choice questions.
SS.912.W.7.11:	Describe the effects of World War II.	**World History B Unit 8: World War II** Video: *The Rise of Nationalism* Japanese Militarism Instability in Europe Video: *Hitler* The Road to War Blitzkrieg The Battle of the Atlantic Video: *The Lend-Lease Act: America Aids Britain* The Battle of Britain Hitler Invades the Soviet Union Video: *Pearl Harbor* War in the Pacific The End of the War Video: *The Atomic Bomb - August, 6, 1945* The Holocaust and the Nuremberg Trials Video: *Life in the Concentration Camps* Through text-based lessons supported by video clips, multimedia presentations, interactive maps and timelines, and interactive practice activities, students learn to describe the effects of World War II. Some of the key content these lessons cover includes: the competing ideologies of the Allies and the Axis; political and military leaders, and other important figures; major theaters of operations; military strategies and the outcomes of major battles; the impact of the war on civilian populations; technological and scientific advances made during the war; the significance of natural resources and industrial capacity during the war; the realignment of power blocs and national boundaries during and after the war; the legacy of the Holocaust and	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students answer multiple choice questions to demonstrate their ability to describe the effects of World War II by answering objective multiple choice questions.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.	**World History A Unit 12: Medieval Europe** Christian Europe Through a text-based lesson, students learn to recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their recognition of the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power by answering objective multiple choice questions.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.	**World History B Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson, students learn to identify key figures and significant economic, political, and social characteristics associated with Songhai.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their ability to identify key figures and significant economic, political, and social characteristics associated with Songhai by answering objective multiple choice questions.

SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** The Columbian Exchange Slavery and the Trans-Atlantic Trading System Through a text-based lesson with an interactive presentation and an interactive map, students learn to evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas by answering objective multiple choice questions.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.	**World History B Unit 8: World War II** Paper: Propaganda During World War II Instructions Through a text-based lesson, students learn to assess the extent to which the reasoning and evidence in a text support the author's claims.	**World History B Unit 8: World War II** Paper: Propaganda During World War II In a graded, formative writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze each in terms of message and intended audience. To do this, they assess the extent to which the reasoning and evidence in a text support the author's claims.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	**World History B Unit 4: Renaissance and Reformation** The European Renaissance Through a text-based lesson, students learn to explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	**World History B Unit 4: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe by answering objective multiple choice questions.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.	**World History History A Unit 10: Precolonial Africa** Prehistoric and Iron Age Africa East African Civilizations West African Civilizations Environmental Change, Trade, and Islam Transform Africa Through text-based lessons with maps, students learn to compare economic, political, and social developments in East, West, and South Africa.	**World History A Unit 10: Pre-Colonial Africa** Unit Test: Pre-Colonial Africa In a graded, summative assessment, students demonstrate their ability to compare economic, political, and social developments in East, West, and South Africa by answering objective multiple choice questions.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.	**World History B Unit 3: Exploration and Expansion** The Columbian Exchange Slavery and the Trans-Atlantic Trading System Through a text-based lesson with an interactive presentation and an interactive map, students learn to examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their understanding of the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas by answering objective multiple choice questions.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.	**World History B Unit 12: Medieval Europe** The Hundred Years' War The Calamitous Century Through text-based lessons and an interactive activity, students learn to describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe. In the interactive map activity, students trace the progressive spread of the Black Death. They observe how it arrived from Asia and afflicted the entirety of Europe.	**World History B Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe by answering objective multiple choice questions.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	**World History A Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson with maps, students learn to examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their understanding of internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai by answering objective multiple choice questions.

SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** Slavery and the Transatlantic Trading System Through a text-based lesson with maps, students learn to recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their recognition of the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas by answering objective multiple choice questions. **World History B Unit 12: World History Research Paper** Paper: World History Research Paper [Slavery option] In a graded writing product with both rubric-based feedback and direct teacher interaction, students recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.	**World History B Unit 5: Industrialization** The Industrial Revolution New Economic Principles New Inventions and Advancements In text-based lessons with multimedia presentations, students learn to determine the factors that contributed to the growth of a modern economy.	**World History B Unit 5: Industrialization** Paper: The Social Effects of Industrialization In a graded, summative writing product with rubric-based feedback, students conduct research over the social and economic effects of the Industrial Revolution. To do this, they must determine the factors that contributed to the growth of a modern economy.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	**World History A Unit 8: The Americas** Early Mesoamerican Civilizations The Mayas The Aztecs The Inca Through text-based lessons, students learn to analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	**World History A Unit 8: The Americas** Unit Test: The Americas Project: Presenting an Ancient Civilization In a graded, summative multimedia product, students select an ancient civilization and present key aspects of its culture and history, including its characteristic time measurement system(s).
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	**World History B Unit 3: Exploration and Expansion** Slavery and the Trans-Atlantic Trading System Through a text-based lesson and map, students learn to explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their ability to explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas by answering objective multiple choice questions.
SS.912.W.2.16:	Trace the growth and development of national identify in England, France, and Spain.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Spanish Dominance Rise of the French England and Constitutionalism In text-based lessons, students learn to trace the growth and development of national identify in England, France, and Spain.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to trace the growth and development of national identity in England, France, and Spain by answering objective multiple choice questions.

SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.	**World History A Unit A Unit 8: The Americas** Early Mesoamerican Civilizations: The Olmec, Zapotec, and Toltec The Mayas The Aztecs The Incas Through text-based lessons, maps, and an interactive review activity, students learn to locate major civilizations of Mesoamerica and Andean South America.	**World History A Unit A Unit 8: The Americas** In a graded, summative assessment, students anwer demonstrate their ability to locate the locations of major civilizations of Mesoamerica and Andean South America by answering objective multiple choice questions.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.	**World History A Unit 12: Medieval Europe** The Holy Roman Empire Changing Governmental Structures The Crusades The Hundred Years' War European Achievements of the Middle Ages The Rise of the Nation State Through text-based lessons, maps, and multimedia presentations, students learn to identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe by answering objective multiple choice questions.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.	**World History A Unit 8: The Americas** The Mayas The Aztecs The Inca Through text-based lessons, students learn to describe the roles of people in the Maya, Inca, and Aztec societies.	**World History A Unit 8: The Americas** Unit Test: The Americas In a graded, summative assessment, students demonstrate their ability to describe the roles of people in the Maya, Inca, and Aztec societies by answering objective multiple choice questions.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.	**World History A Unit 12: Medieval Europe** Changing Governmental Structures **World History B Unit 4: Absolutism, Enlightenment, and Revolution** England and Constitutionalism Through a text-based lesson, students learn to describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In this graded, summative assessment, students demonstrate their ability to describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures by answering objective multiple choice questions. **World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures by answering objective multiple choice questions.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	**World History A Unit 8: The Americas** Early Mesoamerican Civilizations The Mayas The Aztecs The Inca Through text-based lessons with maps and graphics, students learn to compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	**World History A Unit 8: The Americas** Unit Test: The Americas In this graded, summative assessment, students demonstrate their ability to compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America by answering objective multiple choice questions.

SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.	**World History A Unit 11: Medieval East Asia** Kingdoms and Empires of Early Southeast Asia Feudal Japan Through text-based lessons with interactive maps and multimedia activities, students learn to describe the impact of Japan's physiography on its economic and political development. The content devotes special attention to how Japan's island location helped it resist Chinese domination.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, formative assessment, students demonstrate their ability to describe the impact of Japan's physiography on its economic and political development by answering objective multiple choice questions.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.	**World History A Unit 8: The Americas** Early Mesoamerican Civilizations The Mayas The Aztecs The Inca In text-based lessons, students learn to determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.	**World History A Unit 8: The Americas** Unit Test: The Americas In a graded, summative assessment, students demonstrate their ability to determine the significance of Meso and South America rulers such as Pacal the Great, Moctezuma I, and Huayna Capac by answering objective multiple choice questions.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.	**World History A Unit 11: Medieval East Asia** Feudal Japan Through a text-based lesson with illustrative diagrams and interactive activities, students learn to summarize the major cultural, economic, political, and religious developments in medieval Japan. In the interactive activity, students place the classes of feudal Japanese society in their appropriate positions within a heirarchical diagram.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, summative assessment, students demonstrate their ability to summarize the major cultural, economic, political, and religious developments in medieval Japan by answering objective multiple choice questions.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.	**World History A Unit 11: Medieval East Asia** Feudal Japan Through a text-based lesson with illustrative diagrams and an interactive activity, students learn to compare Japanese feudalism with Western European feudalism during the Middle Ages. In the interactive activity, students place the classes of feudal Japanese society in their appropriate positions within a heirarchical diagram.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, summative assessment, students demonstrate their ability to compare Japanese feudalism with Western European feudalism during the Middle Ages by answering objective multiple choice questions.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.	**World History A Unit 11: Medieval East Asia** Kingdoms and Empires of Early Southeast Asia Fedual Japan Through text-based lessons with interactive maps and multimedia activities, students learn to describe Japan's cultural and economic relationship to China and Korea. In an interactive map activity, students learn to identify the geographic relationships between China and the various mainland and island nations of Southeast Asia. In an interactive matching activity, students connect important places, people, and concepts with the cultures they are associated with.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, formative assessment, students demonstrate their ability to describe Japan's cultural and economic relationship to China and Korea by answering objective multiple choice questions.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative assessment, students demonstrate their ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. To accomplish this, students cite primary sources such as editorial cartoons, and excerpts from Karl Marx and Adam Smith, within the context of a graded writing in which they analyze various positions concerning the concept of free trade.

LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative assessment, students cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze each in terms of message and intended audience. To do this, students determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**World History A Unit 7: World War I** The Causes of World War I Through a text-based lesson, students learn to analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**World History A Unit 7: World War I** Unit Test: World War I In a graded, summative assessment, students answer multiple choice questions about the series of events to led to World War I, and determine whether earlier events caused later ones or simply preceded them.
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**World History B Unit 8: World War II** Unit 8 Paper: Propaganda During WWII Instructions Through a text-based lesson, students learn to determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**World History B Unit 8: World War II** Paper: Propaganda During World War II In a graded writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze each in terms of message and intended audience. To do this, they determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	**World History B Unit 8: World War II** Unit 8 Paper: Propaganda During WWII Instructions Through a text-based lesson, students learn to analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	**World History B Unit 8: World War II** Paper: Propaganda During World War II In a graded writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze how each text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative assessment, students compare the point of view of Karl Marx and Adamn Smith for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions Through a text-based lesson, students learn to integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions In a graded multimedia presentation about an ancient civilization, students integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Throughout World History A and B, students read a variety of texts independently and proficiently. For example: **World History A Unit 1: The Ancient Near East** Babylonia Through a text-based lesson, students read and comprehend excerpts from the Code of Hammurabi. **World History B Unit 8: World War II** The Holocaust and the Nuremberg Trials As preparation to complete their journal assignments on the Holocaust and Human rights, students locate the International Declaration of Human rights online and read it. **World History B Unit 11: Contemporary Issues** Human Rights Violations Through a text-based lesson, students learn about human rights violations in the modern world as preparation for completing a reading response discussion assignment.	**World History B Unit 8: World War II** Journal: The Holocaust and Human Rights In a graded, formative writing product, students evaluate what the world community learned from the Holocaust. To accomplish this, students do Internet research on the United Nations Declaration of Human Rights, select one article of the Declaration, and evaluate how that article responds to the experiences of victims of atrocities during World War II. **World History B Unit 11: Contemporary Issues** Discussion: Human Rights in the World Today In a graded, formative writing assignment, students read and comprehend a primary source (a letter by Winston Churchill) concerning human rights in the post-World War II era. Students demonstrate their comprehension by writing in response to the primary source, and by responding to at least two of their peers' posts.
LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content*.	**World History B Unit 12: World History Research Paper** Unit 12 Introduction: World History Research Paper How to Write Your World History Research Paper In text-based lessons, students learn to write arguments focused on *discipline-specific* content.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students write arguments focused on discipline-specific content.
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	e. Provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write insummative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to write insummative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students write insummative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students select one of three options for their research paper. They introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions Through a text-based lesson, students learn to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions In a graded multimedia presentation about an ancient civilization, students use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students conduct a sustained research project to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**World History B Unit 12: World History Research Paper** Paper Component: Annotated Bibliography and Thesis Statement Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to draw evidence from informational texts to support analysis, reflection, and research.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students draw evidence from informational texts to support analysis, reflection, and research.
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughtout World History A and B, students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Extended Time Frames**: Students routinely write over extended time frames (time for reflection and revision) for a range of discipline-specific tasks, purposes, and audiences to complete all **Papers** and **Projects**. The also do so throughout the entirety of **World History Unit 12: World History Research Research Pape**r. **Shorter Time Frames**: **Journal** assignments and **Discussion** assignments require students to write within a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	Throughtout World History A and B, students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Extended Time Frames**: Students routinely write over extended time frames (time for reflection and revision) for a range of discipline-specific tasks, purposes, and audiences to complete all **Papers** and **Projects**. The also do so throughout the entirety of **World History Unit 12: World History Research Research Paper**. **Shorter Time Frames**: **Journal** assignments and **Discussion** assignments require students to write within a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Documentation of Alignment

World History A and B [3154/3155]

Date of Correlation 02/04/2013

Standard ID	Benchmark	Alignment Citation	
		Content	Assessment
		Unit & Lesson Name	Assessment Name
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** Paper Component: Annotated Bibliography and Thesis Statement Paper Component: Research Paper Outline Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** Paper Component: Annotated Bibliography and Thesis Statement Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with rubric directly interactive teacher feedback, students develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Through a text-based lesson, students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students will provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** Paper Component: Research Paper Outline Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students develop their topics with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In formative and summative graded writing products with both rubric-based and direct teacher feedback, students provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization In a graded, summative multimedia product, students present key aspects of an ancient civilization. As part of this project, students demonstrate their ability to design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to identify the physical characteristics and the human characteristics that define and differentiate regions.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization In a graded, summative assessment, students demonstrate their ability to identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to interpret population growth and other demographic data for any given place.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization In a graded, summative assessment, students demonstrate their ability to interpret population growth and other demographic data for any given place by answering objective multiple choice questions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization In a graded, summative multimedia product, students present key aspects of an ancient civilization. As part of this project, students demonstrate their ability to use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	**World History B Unit 9: The Post-Imperial World** Post-Colonial Africa **World History B Unit 11: Contemporary Issues** Modern Challenges in Nation-Building Human Rights Violations Through text-based lessons with maps, multimedia presentations, and interactive activities, students learn to describe the factors and processes that contribute to the differences between developing and developed regions of the world.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World **World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In graded, summative assessments, students demonstrate their ability to describe the factors and processes that contribute to the differences between developing and developed regions of the world. **World History B Unit 12: World History Research Paper** Paper: World History Research Paper [Imperialism and Colonialism Option] In a graded, summative writing product, students demonstrate their ability to describe the factors and processes that contribute to the differences between developing and developed regions of the world by analyzing the ongoing legacy of imperialism and colonialism upon former colonies. To do this, they must consider how colonies were exploited to benefit imperial powers, and the ramifications of that exploitation (i.e. lack of diversified economies, political and social instability, etc).
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Hunters and Gatherers **World History B Unit 5: Industrialization** Video: *The Greatest Mass Migration in Human History: Ireland's Potato Famine* Through text-based lessons with video clips, maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. World History A: The video clip introduces students to various push/pull factors that may have driven the migration of early humans from Africa to other parts of the world. In the interactive activity, students match various examples of migration to the appropriate date ranges. In the interactive map activity, students observe how agriculture developed independently in differnt parts of the world. World History B: The video clip teaches students about why millions of Irish people fled to the United States, driven by the push factor of famine and the pull factor of economic oppurtunity.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization **World History B Unit 5: Industrialization** Unit Test: Industrialization Paper: The Social Effects of Industrialization **World History B Unit 12: World History Research Paper** Paper: World History Research Paper [Slavery option] In both graded, summative multiple choice assessments, and graded, summative writing products, students demonstrate their ability to use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization Students demonstrate their ability to employ applicable units of measurement and scale to solve simple locational problems using maps and globes by answering objective multiple choice questions.

SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.	**World History A Unit 1: The Dawn of Civilization** Geography Skills **World History B Unit 12: World History Research Paper** How to Write your World History Research Paper Paper: World History Research Paper Instructions Through a text-based lesson with maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.	**World History B Unit 12: World History Research Paper** Paper: World History Research Paper [All three options] In a graded, summative writing product with both rubric-based feedback and direct teacher interaction, students use demonstrate their ability to use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. For this paper, students conduct a case study based on one of three options (slavery, imperialism/colonialism, or technology). Their case study must focus on a particular region. Students use geographic terms and tools along with historiographic skills to analyze the topic they select. Their written product must reflect consideration of relevant critical economic, physical, and political issues.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	**World History A Unit 1: The Dawn of Civilization** Geography Skills Video: *The Earliest Human Migration* **World History A Unit 2: The Ancient Near East** The Hebrews and the Rise of Judaism **World History A Unit 4: Ancient India, China, and Japan** Ancient Indian Civilizations: The Harappans and the Aryans Ancient China Ancient Japan **World History A Unit 8: The Americas** Unit Introduction: The Americas **World History A Unit 10: Precolonial Africa** The Geography of Africa **World History A Unit 12: Medieval Europe** The Holy Roman Empire **World History B Unit 5: Industrialization** Video: *The Greatest Mass Migration in Human History: Ireland's Potato Famine* Through video clips and text-based lessons with maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	**World History A Unit 1: The Dawn of Civilization** Unit Test: The Dawn of Civilization **World History A Unit 2: The Ancient Near East** Unit Test: The Ancient Near East **World History A Unit 4: Ancient India, China, and Japan** Unit Test: Ancient India, China, and Japan **World History A Unit 8: The Americas** Unit Test: The Americas **World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa **World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe **World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion **World History B Unit 5: Industrialization** Unit Test: Industrialization Paper: The Social Effects of Industrialization **World History B Unit 12: World History Research Paper**
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.	**World History A Unit 1: The Dawn of Civilization** Geography Skills **World History A Unit 7: Empires of India and China** China: The Han Dynasty Video: *The Silk Road* Through video clips and text-based lesson with maps, multimedia presentations, and interactive activities, students learn to use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. Students apply these skills by conducting a case study of cultural diffusion along the Silk Road during the 4th through 7th centuries.	**World History A Unit 7: Empires of India and China** Journal: Trade and Cultural Diffusion Along the Silk Road In a graded, summative writing product, students demonstrate their ability to use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world by applying what they have learned to conduct a case study of cultural diffusion along the Silk Road. In their written response, students explain what aspects of culture were shared between east and west along the Silk Road during the 4th through 7th centuries.

SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.	Throughout World History A and B, students learn to use political maps to describe the change in boundaries and governments within continents over time. For example: **World History B Unit 7: World War I** World War I Through text-based lessons with both conventional and interactive maps, students learn to use political maps to describe the change in boundaries and governments within continents over time. In one interactive map activity, students move through progressively through the years 1914 to 1918, observing fluctuations in the battle lines over time. In another interactive map activity, students compare how the pre- and post-war borders of European nations were transformed by the outcome of the war and the conditions of the Paris Peace Accords.	Throughout World History A and B, students complete graded, summative assessments by answering multiple choice questions about how political maps describe the change in boundaries and governments within continents over time. For example: **World History B Unit 7: World War I** Unit Test: World War I In a graded, summative assessment, students demonstrate their ability to use political maps to describe the change in boundaries and governments within continents over time by answering objective multiple choice questions.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	**World History A Unit 7: Empires of India and China** China: The Han Dynasty Video: *The Silk Road* **World History A Unit 10: Pre-Colonial Africa** Environmental Change, Trade, and Islan Transform Africa Through text-based lessons, maps, and a video clip, students learn to analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. Students observe how the Silk Road drove cultural and economic exchange between Asia and Europe.	**World History A Unit 7: Empires of India and China** Journal: Trade and Diffusion Along the Silk Road In a graded, formative writing product, students analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture along the Silk Road
SS.912.H.1.3:	Relate works in the arts to various cultures.	Art, architecture, music, and literature are referenced throughout World History A and World History B. Examples are provided as support material throughout each course. Additionally, certain lessons focus on the arts. For example: **World History A Unit 4: Ancient India, China, and Japan** Ancient Japan Through a text-based lesson, students learn to relate Japan's Heian Period to achievement in music, literature and the arts. They read a plot summary of *The Tale of Genji* , and consider its significance as the world's first novel. **World History A Unit 11: Medieval East Asia** Feudal Japan Through a text-based lesson with a multimedia presentation, students learn to relate works in the arts to feudal Japanese culture. In the interactive multimedia presentation, students select from the categories of visual arts, literature, and the performing arts to learn about Ukiyo-e printing, Haiku poetry, and Noh Theater. **World History B Unit 2: Renaissance and Reformation** Renaissance Architecture Through a text-based lesson with architectural details, students learn to relate the work of Michelangeo to the culture of Renaissance Europe.	Throughout World History A and B, students complete assessments which require them to relate works in the arts to various cultures. For example: **World History B Unit 2: Renaissance and Reformation** Discussion: Masters of the Renaissance In a graded, formative discussion with their peers, students write a paragraph about a Renaissance artist of their choice. They discuss where the artist was born, where he worked, his training in the arts, and for whom he worked. They also discuss the medium (material used to make artworks) he primarily used (e.g., oil paint, marble, stone, prints). Students also consider how it compares to other works of art, and how the artist expresses ideas and themes that were important to people living in his time. Students are required to respond to at least two classmates' entries as part of the discussion.

SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson and a map, students learn to locate the extent of Byzantine territory at the height of the empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In this graded, summative assessment, students answer multiple choice questions to demonstrate their ability to locate the extent of Byzantine territory at the height of the empire.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.	Both static and interactive timelines are used extensively throughout both World History A and World History B. For example: **World History B Unit 7: World War I** World War I **World History B Unit 8: World War II** Unit 8 Introduction: World War II Through interactive timeline activities reinforced by subsequent text-based lessons, students learn to establish cause and effect relationships of historical events. The interactive timelines graphically depict major events, while also showing related events that preceeded or followed them.	Students are assessed over their ability to use both static and interactive timelines throughout both World History A and World History B. For example: **World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 8: World War II** Unit Test: World War I In graded, summative assessments, students demonstrate their ability to use timelines to establish cause and effect relationships of historical events. These questions require students to sort events in the proper order, or to identify how/why one event led to another by answering objective multiple choice questions.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.	**World History A Unit 9: The Medieval Middle East** Defining the Middle Ages Islam The Ummayad and Abbassid Caliphates Muslim Achievements Through text-based lessons, maps, and multimedia activities, students learn to discuss significant people and beliefs associated with Islam. In one multimedia activity, students sort key tenets of Islamic faith by placing them in relation to the Five Pillars of Islam. In a second multimedia activity, students select from the categories of astronomy, medicine, mathematics, history, art, and architecture, to learn about important, people, places, and discoveries associated with Islam. In a third multimedia activity, students use virtual flashcards to review key terms, concepts, and people associated with the Islamic faith.	**World History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East In a graded, summative assessment, students demonstrate their ability to discuss significant people and beliefs associated with Islam by answering objective multiple choice questions.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).	**World History B Unit 2: Renaissance and Reformation** The European Renaissance Through a text-based lesson and a map, students learn to identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice). The map illustrates how geographical factors and the confluence of trade routes made the Italian city-states a crossroads of trade and cultural exchange during the Renaissance.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In this graded, summative assessment, students demonstrate their ability to identify the economic and political causes for the rise of the Italian city-states by answering objective multiple choice questions.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** England and Consitutionalism Through a text-based lesson, students learn to compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to compare the effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia by answering objective multiple choice questions.

SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.	**World History B Unit 5: Industrialization** The Industrial Revolution Through a text-based lesson, an interactive map, an interactive activity, and a multimedia presentation, students learn to describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan. In the interactive map activity, students observe how industrialization spread in stages from Great Britain to other regions of Europe. In the interactive activity, students match important agricultural and technological innovations with the people who created them. In the multimedia presentation (child labor), students view Lewis Hines' photographs of child factory workers while listening to representative dialogue on behalf of each child. They learn about the long hours, dangerous and unsanitary conditions, and high death rates faced by children factory workers during the industrial revolution.	**World History B Unit 5: Industrialization** Unit Test: Industrialization In this graded, summative assessment, students demonstrate their ability to describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan by answering mutiple choice questions.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	**World History B Unit 7: World War I** Video: *Roots of the War* The Causes of World War I Through a video clip and a text-based lesson with maps, students learn to analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	**World History B Unit 7: World War I** Unit Test: World War I In this graded, summative assessment, students answer multiple choice questions to demonstrate their ability to analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.	**World History B Unit 10: The Cold War Era** The Cold War Begins Through a text-based lesson and maps, students learn to identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics by answering objective multiple choice questions.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.	**World History B Unit 8: World War II** Video: *The Atomic Bomb - August 6, 1945* The End of the War **World History B Unit 10: The Cold War Era** The Cold War Begins Through text-based lessons and a video clip, students learn to dentify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.	**World History B Unit 8: World War II** Unit Test: World War II **World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In graded, summative assessments, students demonstrate their ability to identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life by answering objective multiple choice questions.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson, students learn to describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion by answering objective multiple choice questions.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.	**World History A Unit 8: The Americas** The Mayas Through a text-based lesson with illustrative diagrams, students learn to compare time measurement systems used by different cultures by examining the example of the Mayan calendar and mathematical system.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization In a graded, formative multimedia product, students select an ancient civilization and present key aspects of its culture and history, including its characteristic time measurement system(s).

SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.	**World History A Unit 9: The Medieval Middle East** Defining the Middle Ages Through a text-based lesson and multimedia presentation, students learn to compare the major beliefs and principles of Judaism, Christianity, and Islam. The multimedia presentation uses images, maps, and voice-over narration to describe the similarities, differences, and points of confict between the Abrahamic religions. It also illustrates how these faiths share a common prophetic tradition.	**World History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East In this graded, summative assessment, students demonstrate their ability to compare the major beliefs and principles of Judaism, Christianity, and Islam by answering objective multiple choice questions.
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).	**World History B Unit 2: Renaissance and Reformation** The European Renaissance In a text-based lesson, students learn to recognize the influence of Classical Greek, Byzantine, Islamic, and Western European influences on Renaissance Italy. The School of Athens Through a text-based lesson with an interactive multimedia activity, students learn about the influence of Classical Greece on the Renaissance Italy. In the interactive activity, they identify influential figures depicted in the painting, *The School of Athens.*	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In this graded, summative assessment, students answer multiple choice questions that demonstrate their ability to recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.5.2:	Identify major causes of the Enlightenment.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Video: *All About the Enlightenment - The Age of Reason* The Enlightenment Through a video clip and a text-based lesson, students learn to identify major causes of the Enlightenment.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In this graded, summative assessment, students demonstrate their ability to identify major causes of the Enlightenment by answering objective multiple choice questions.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.	**World History B Unit 5: Industrialization** The Industrial Revolution Through a text-based lesson, an interactive map, an interactive activity, and a multimedia presentation, students learn to summarize the social and economic effects of the Industrial Revolution. In a multimedia presentation (child labor), students view Lewis Hines' photographs of child factory workers while listening to representative dialogue on behalf of each child. They learn about the long hours, dangerous and unsanitary conditions, and high death rates faced by children factory workers during the industrial revolution.	**World History B Unit 5: Industrialization** Journal: Considering a Past Life In a graded, formative writing product, students compare the plights of factory workers during the Industrial Revolution to that of chattel slaves. They must summarize the social and economic effects of the Industrial Revolution in order to draw comparisons between "free" factory workers and actual slaves. Paper: The Social Effects of Industrializaion In a graded, summative writing product with rubric-based feedback, students conduct research over the social and economic effects of the Industrial Revolution and summarize their findings in multiparagraph essay. Unit Test: Industrialization In a graded, summative assessment, students demonstrate their ability to summarize the social and economic effects of the Industrial Revolution by answering objective multiple choice questions.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.	**World History B Unit 7: World War I** World War I Through a text-based lesson with an interactive map and timeline, students learn to describe the changing nature of warfare during World War I. In the interactive map activity, students observe the contrast between stagnant trench warfare on the Western Front and the more mobile nature of the Eastern Front.	**World History B Unit 7: World War I** Discussion: New Technology in Battle In a graded, formative discussion with their peers, students conduct research about one of the new types of warfare that emerged during World War I. They post concerning how it was developed, and how it affected the enemy. Students are required to comment on at least two of their classmates' entries.

SS.912.W.8.2:	Describe characteristics of the early Cold War.	**World History B Unit 10: The Cold War Era** The Cold War Begins Through a text-based lesson and a map, students learn to describe the characteristics of the early Cold War.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In a graded, summative assessment, students demonstrate their ability to describe the characteristics of the early Cold War by answering objective multiple choice questions.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.	**World History B Unit 10: The Cold War Era** The Cold War Begins Through a text-based lesson, students learn to describe the causes and effects of post-World War II economic and demographic changes.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In a graded, summative assessment, students demonstrate their abiltiy to describe the causes and effects of post-World War II economic and demographic changes by answering objective multiple choice questions.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson and a map, students learn to analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In this graded, summative assessment, students demonstrate their ability analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure by answering objective multiple choice questions.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to distinguish between, interpret, and and evaluate primary and secondary sources.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative writing product, students intepret and analyze primary sources (including poltical cartoons, isolationist statues from Tokugawa-era Japanese law, and quotes from Karl Marx and Adam Smith) related to the topic of free trade.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.	**World History A Unit 9: The Medieval Middle East** Islam The Umayyad and Abbassid Caliphates **World History A Unit 10: Precolonial Africa** Environmental Change, Trade, and Islam Transform Africa **World History A Unit 12: Medieval Europe** The Crusades Through text-based lessons, maps, and an interactive timeline activity, students learn the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula. In the interactive timeline activity, students examine the dates, leaders, key events, and outcomes of the Crusades.	**World History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East **World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa **World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In graded, summative assessments, student demonstrate their ability to determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula by answering objective multiple choice questions.

SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.	**World History B Unit 2: Renaissance and Reformation** Renaissance Architecture Through a text-based lesson with architectural details, students learn to recognize the influence of Michelangelo on the architectural and artistic development of Renaissance Italy. The School of Athens The Art of Renaissance Europe Througha text-based lesson with an interactive multimedia activity, and images of paintings, students learn to recognize the influence of Leonardo da Vinci on the artistic development of Renaissance Italy. In one interactive activity, students identify influential figures depicted in the painting, The School of Athens. In another interactive activity, students toggle between various forms of artistic perspective to see how Renaissance-era innovations revolutionized the visual arts. Literature and Philosophy of the Renaissance Through a text-based lesson, students learn to relate important literary and philosophical works of the Renaissance to their respective cultures by reading summaries of key works by Giovanni Boccaccio, Desidirius Erasmus, Francesco Petrarch, William Shakespeare, Christine de Pisan, Sir Thomas Moore, Niccolo Machiavelli, and Giovanni Pico della Mirandola.	**World History B Unit 2: Renaissance and Reformation** Discussion: Masters of the Renaissance In a graded, formative discussion with their peers, students write a paragraph about a Renaissance artist of their choice. They discuss where the artist was born, where he worked, his training in the arts, and for whom he worked. They also discuss the medium (material used to make artworks) he primarily used (e.g., oil paint, marble, stone, prints). Students also consider how it compares to other works of art, and how the artist expresses ideas and themes that were important to people living in his time. Students are required to respond to at least two classmates' entries as part of the discussion. Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to identify the major artistic, literary, and technological contributions of individuals during the Renaissance by answering objective multiple choice questions.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Video: *All About the Enlightenment - The Age of Reason* The Enlightenment Through a video clip and a text-based lesson, students learn to summarize the major ideas of Enlightenment philosophers. The content examines the concepts of rationalism, empricism, tolerance, scepticism, and deism; summarizes the beliefs and important written works of Thomas Hobbes, John Locke, Mary Wollstonecraft, Denis Diderot, Baron de Montesquieu, Voltaire, and Rousseau; and describes the influence of Enlightenment philosophy on the "enlightened despots" (Catherine the Great, Frederick II, and the Hapsburgs).	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In this graded, summative assessment, students demonstrate their ability to summarize the major ideas of Enlightenment philosophers by answering objective multiple choice questions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	**World History B Unit 5: Industrialization** New Economic Principles Through a text-based lesson and a multimedia activity, students learn to compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. In the multimedia activity, students sort characteristics of each economic system into the appropriate categories.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In this graded, formative writing assignment, students compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. They analyze excerpts from primary sources by Smith and Marx (and related sources) concerning the issue of free trade. Unit Test: Industrialization In this graded, summative assessment, students demonstrate their ability to compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx by answering objective multiple choice questions.

SS.912.W.7.3:	Summarize significant effects of World War I.	**World History B Unit 7: World War I** World War I The Bolshevik Revolution The End of World War I The Aftermath of World War I Through text-based lessons, interactive maps and timelines, and multimedia presentations, students learn to summarize the significant effects of World War I. The maps and timelines illustrate the actual course of the war. Text-based content describes the cost of the war, its aftermath, and the ramifications of the Treaty of Versailles (i.e. how it created the conditions that led to World War II).	**World History B Unit 7: World War I** Unit Test: World War I In a graded, summative assessment, students demonstrate their ability to summarize significant effects of World War I by answering multiple choice qustions.
SS.912.W.8.3:	Summarize key developments in post-war China.	**World History B Unit 10: The Cold War Era** Communist China Through a text-based lesson, students learn to summarize ley developments in post-war China.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to summarize key developments in post-war China by answering objective multiple choice questions.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.	**World History B Unit 11: Contemporary Issues** Human Rights Violations Through a text-based lesson, students learn to explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.	**World History B Unit 11: Contemporary Issues** Discussion: Human Rights in the World Today In a graded, formative writing assignment, students analyze a primary source (a letter by Winston Churchill) and evaluate whether its position regarding human rights in the post-World War II era has been fulfilled. Using Churchill's letter as context, explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson with maps, students learn to identify key figures associated with the Byzantine Empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to identify key figures associated with the Byzantine Empire by answering objective multiple choice questions.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.	**World History B Unit 12: World History Research Paper** Introduction: World History Research Paper Through a text-based lesson, students learn to explain how historians use historical inquiry and other sciences to understand the past.	**World History B Unit 12: World History Research Paper** Paper: World History Research Paper In a graded, summative writing product with both rubric-based feedback and direct teacher interaction, students use historical inquiry and other sciences to understand the past. They apply the skills of historical inquiry to research and analyze one of three key topics in the study of world history: Slavery, The Legacy of Imperialism, or Technology.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.	**World History B Unit 1: New Asian Empires** The Mughal Empire **World History B Unit 9: The Post-Imperial World** India Gains Its Independence Through text-based lessons and maps, students learn to describe the expansion of Islam into India and the relationship between Muslims and Hindus.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires **World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In graded, summative assessments, students demonstrate their abiltiy to describe the expansion of Islam into India and the relationship between Muslims and Hindus by answering objective multiple choice questions.

SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.	**World History B Unit 2: Renaissance and Reformation** The Art of Renaissance Europe Literature and Philosophy of the Renaissance Through text-based lessons with interactive activities and images of artwork, students learn to identify the characteristics of Renaissance humanism in works of art.	**World History B Unit 2: Renaissance and Reformation** Discussion: Master of the Renaissance In a graded, formative discussion with their peers, students identify characteristics of Renaissance humanism in works of art by selecting, researching, and discussing the work of a particular Renaissance artist.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** The Enlightenment Video: *All About the Enlightenment - The Age of Reason* The French Revolution Changing Powers Through text-based lessons, maps, and a video clip, students learn to evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.	**World History B Unit 5: Industrialization** The Industrial Revolution New Economic Principles **World History B Unit 6: Nationalism, Imperialism, and Reform** The Global Abolition Movement Through a text-based lesson, students learn to describe how the Abolition movement helped end chattel slavery around the globe, the influence of this movement in the United States prior to the American Civil War, and how other (more subtle) forms of involuntary labor still persist. Latin America Struggles for Independence Through a text-based lesson with a map, students learn to describe how Latin America reformers fought for their independence and tried to transform the social and political systems that were established under the imperial powers. The content covers the Haitian slave revolt, and revolutions in Venezuela and Argentina, and the Mexican Revolution (and subsequent U.S. intervention). The lesson also introduces students to important South American revolutionary figures such as Toussaint L'Overture, Simón Bolívar, José de San Martín, Pancho Villa, and Emiliano Zapata. Early Russian Revolutions Through a text-based lessons, students learn to describe how a series of abortive uprisings, exacerbated by the government's mishandling of the Russo-Japanese War of 1904-1905, reflected rising anti-czarist sentiment in Russia, and helped set the stage for the Bolshevik	**World History B Unit 5: Industrialization** Unit Test: Industrialization **World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform **World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In graded, summative assessments, students demonstrate their ability to describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America by answering objective multiple choice questions.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	**World History B Unit 8: World War II** Instability in Europe Through a text-based lesson, students learn to describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	**World History B Unit 8: World War II** Unit Test: World War II In this graded, summative assessment, students demonstrate their ability to describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression by answering objective multiple choice questions.

SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.	**World History B Unit 10: The Cold War Era** The Korean War Conflicts Between the Superpowers Video: *The Cuban Missile Crisis* The Vietnam War Through a video clip and a text-based lessons with maps, students learn to summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In a graded, summative assessment, students demonstrate their ability to summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East by answering objective multiple choice questions.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.	**World History B Unit 8: World War II** Video: The Rise of Nationalism Japanese Miliatrism Instability in Europe The Road to War Through a video clip, and through text-based lessons, an interactive timeline, and an interactive map activity , students learn to describe the causes and effets of twentieth century nationalist conflicts. In the interactive map activity, students trace the progress of the Third Reich's prewar absorption of bordering territories based on claims of their ethnic and linguistic "Germanness."	**World History B Unit 8: World War II** **Unit Test: World War II** In a graded, summative assessment, students demonstrate their ability to describe the causes and effects of twentieth century nationalist conflicts by answering objective multiple choice questions.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson with maps, students learn to explain the contributions of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to explain the contributions of the Byzantine Empire by answering objective multiple choice questions.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).	**World History A Unit 12: Medieval Europe** The Hundred Years' War Through a text-based lesson, students learn to compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography) by consdidering such factors as the lack of intact or reliable sources, biased sources, sources that have been intentionally tampered with, or sources that employ suspect methodology.	**World History A Unit 12: Medieval Europe** Journal: Military Technology In a graded, formative writing assignment, students compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography) by imagining the ramifications of transplanting military technology from one place/time to another. By envisioning alternative historical outcomes, students gain a deeper understanding of the subjectivity of historical interpretation.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.	**World History A Unit 9: The Medieval Middle East** The Umayyad and Abbassid Caliphates Muslim Achievements Through a text-based lesson with maps and interactive multimedia activities, students learn to describe the achievements, contributions, and key figures associated with the Islamic Golden Age. In the review activity, students use virtual flipcards to reinforce their understanding of key terms associated with the Islamic faith and the Islamic Golden Age.	**World History B Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East In this graded, summative assessment, students demonstrate their ability to describe the achievements, contributions, and key figures associated with the Islamic Golden Age by answering objective multiple choice questions.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** The Scientific Revolution Through a text-based lesson, students learn to describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to describe how from the Middle Ages and Renaissance led to the Scientific Revolution by answering objective multiple choice questions.

SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** The Enlightenment *Video: All About the Enlightenment - The Age of Reason* The French Revolution The American Revolution The Napoleonic Era Through a video clip, and through text-based lessons with maps and illustrative diagrams, students learn to analyze the extent to which the Enlightenment impacted the American and French Revolutions.	**World History B Unit B Unit 4: Absolutism, Enlightenment, and Revolution** Discussion: Comparing Revolutions In a graded, formative discussion with their peers, students compare the American and French Revolutions. To accomplish this, students must analyze the extent to which the Enlightenment impacted the American and French Revolutions. Students are required to respond to at least two of their peers' responses as part of the discussion.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.	**World History B Unit 6: Nationalism, Imperialism, and Reform** The Unification of Italy and Germany Through a text-based lesson with maps, students learn to summarize the causes, key events, and effects of the unification of Italy and Germany.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform In this graded, summative assessment, students demonstrate their ability to summarize the causes, key events, and effects of the unification of Italy and Germany by answering objective multiple choice questions.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.	**World History B Unit 7: World War I** The Bolshevik Revolution **World History B Unit 8: World War II** Video: *The Rise of Nationalism* Instability in Europe Video: *Hitler* Through video clips, text-based lessons and a multimedia tutorial activity, students learn to describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. In the interactive tutorial, students sort through examples of the political spectrum, including extreme left-wing, centrist, and extreme right-wing political ideologies.	**World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 8: World War II** Unit Test: World War II In these graded, summative assessments, students answer multiple choice questions to demonstrate their ability to describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.	**World History B Unit 10: The Cold War Era** The Collapse of the Soviet Union Through a text-based lesson, students learn about the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.	**World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In this graded, summative assessment, students demonstrate their ability to identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe by answering objective multiple choice questions.

SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.	**World History A Unit 12: Medieval Europe** The Calamitous Century Through a text-based lesson with an interactive map, students learn to assess the social and economic influence of pandemics on a global scale by examining the specific case of the Black Death. In the interactive map activity, students trace the progressive spread of the Black Death. They observe how it arrived from Asia and afflicted the entirety of Europe. **World History B Unit 7: World War I** The End of World War I Through a text-based lesson, students learn about the influenza pandemic that killed millions worldwide during the demobilization following World War I. **World History B Unit 9: The Post-Imperial World** Post-Colonial Africa Through a text-based lesson, students learn to assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. The lesson focuses on the ongoing struggle against pandemic diseases such as HIV and malaria in Africa.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe **World History B Unit 7: World War I** Unit Test: World War I **World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In graded, summative assessments, students demonstrate their ability to assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world, by answering objective multiple choice questions.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson, students learn to describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome by answering objective multiple choice questions.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.	**World History B Unit 8: World War II** Instability in Europe The Holocaust and the Nuremberg Trials Through text-based lessons, students learn to evaluate the role of history in shaping identity and character.	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to evaluate the role of history in shaping identity and character.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.	**World History History A Unit 9: The Medieval Middle East** Islam The Umayad and Abbassid Caliphates Muslim Achievements **World History A Unit 12: Medieval Europe** The Crusades **World History B Unit 11: Contemporary Issues** The Middle East in Turmoil Through text-based lessons with maps and multimedia presentations, students learn to describe key economic, political, and social developments in Islamic history.	**World History History A Unit 9: The Medieval Middle East** Unit Test: The Medieval Middle East **World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe **World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In graded, summative assessments, students demonstrate their ability to describe the key economic, political, and social developments in Islamic history by answering objective multiple choice questions.

SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.	**World History B Unit 2: Renaissance and Reformation** Scientific Progress **World History B Unit 4: Absolutism, Enlightenment, and Revolution** The Scientific Revolution In text-based lessons, students learn to describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods. They examine the work of Copernicus, Gallileo, and Kepler (among others) and consider how their theories differed from the beliefs and assumptions of previous eras.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation World History B Unit 4: Absolutism, Enlightenment, and Revolution Unit Test: Absolutism, Enlightenment, and Revolution In graded, summative assessments, students demonstrate their ability to describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods by answering objective multiple choice questions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** The French Revolution The Napoleonic Era Through text-based lessons, interactive activities, and maps, students learn to summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon. Particular attention is devoted to the influence of the Napoelonic Code on modern legal systems.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Journal: Napoleon's State In a graded, formative writing product, students summarize the rise and rule of Napoleon, and interpret it within the context of Plato's circle of government.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.	**World History B Unit 6: Nationalism, Imperialism, and Revolution** Latin American Struggles for Independence The Age of Imperialism British Control of India Imperialism in China and Japan The Scramble for Africa Through text-based lessons with interactive maps and multimedia presentations, students learn to analyze the causes and effects of imperialism. They are introduced to the methods by which imperial powers exercised control over their colonies, the benefits colonizers gained from exploiting their colonies, and the ongoing impact of imperialism's legacy upon former colonies.	**World History B Unit 6: Nationalism, Imperialism, and Revolution** Unit Test: Nationalism, Imperialism, and Revolution In a graded, summative assessment, students demonstrate their ability to analyze the causes and effects of imperialism by answering objective multiple choice questions. World History B Unit 12: World History Research Paper Paper: World History Research Paper Final Draft [Legacy of Imperialism option] In a graded, summative writing product with both rubric-based feedback and direct teacher interaction, students write a research-based analysis of the ongoing legacy of imperialism and colonialism on both the colonizers and the colonized.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	**World History B Unit 8: World War II** Instability in Europe The Road to War The Holocaust and the Nuremberg Trials Through text-based lessons, students learn about the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories by answering objective multiple choice questions.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.	**World History B Unit 9: The Post-Imperial World** The Creation of Modern Israel Through a text-based lesson, students learn about the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In a graded, summative assessment, students demonstrate their ability to explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.	**World History B Unit 11: Contemporary Issues** Modern Challenges in Nation-Building Through a text-based lesson, students learn about the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.	**World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In a graded, summative assessment, students demonstrate their ability to analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** The Byzantine Empire Through a text-based lesson, students learn about the causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In this graded, summative assessment, students demonstrate their ability to analyze the causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire by answering objective multiple choice questions.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.	**World History A Unit 9: The Medieval Middle East** Islam The Umayyad and Abbassid Caliphates **World History A Unit 12: Medieval Europe** The Crusades Through text-based lessons and multimedia presentations, students learn to the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.	**World History B Unit 12: Medieval Europe** Paper: Impact of the Crusades In a graded, summative writing product with rubric-based feedback, students analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. Students focus on the cultural exchanges that occurred as a consequence of the Crusades.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.	**World History B Unit 2: Renaissance and Reformation** Literature and Philosophy of the Renaissance Through a text-based lesson, students learn to identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers by answering objective multiple choice questions.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.	**World History B Unit 4:** **Absolutism, Enlightenment, and Revolution** The Napoleonic Era **World History B Unit 6: Nationalism, Imperialism, and Reform** Latin America Struggles for Independence Through text-based lessons and multimedia presentations, students learn to describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.	**World History B Unit 4:** **Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Reform **World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Revolution In graded, summative assessments, students demonstrate their ability to describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture by answering objective multiple choice questions.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Imperialism in China and Japan Through a text-based lesson, students learn to identify major events in China during the 19th and early 20th centuries related to imperialism. The content covers the Opium Wars, and the opening of Japan.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform In a graded, summative assessment, students demonstrate their ability to identify major events in China during the 19th and early 20th centuries related to imperialism by answering objective multiple choice questions.

SS.912.W.7.7:	Trace the causes and key events related to World War II.	**World History B Unit 8: World War II** Video: *The Rise of Nationalism* Japanese Militarism Instability in Europe Video: *Hitler* The Road to War Blitzkrieg The Battle of the Atlantic Video: *The Lend-Lease Act: America Aids Britain* The Battle of Britain Hitler Invades the Soviet Union Video: *Pearl Harbor* War in the Pacific The End of the War Video: *The Atomic Bomb - August, 6, 1945* The Holocaust and the Nuremberg Trials Video: *Life in the Concentration Camps* Through text-based lessons, interactive maps and timelines, multimedia presentations, interactive activities, and video clips, students learn to trace the causes and key events related to World War II. The content traces all events and outcomes of all key battles of WWII in both the European and Pacific Theaters of War. More specifically, the content covers (but is not limited to) the examinations of the aftermath of WWI; the ramifications of the Treaty of Versailles; Japan's imperialist emulation of the West; Japanese aggression in Manchuria and Korea; Stalin's ascension to	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to trace the causes and key events related to World War II by answering objective multiple choice questions.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.	**World History B Unit 9: The Post-Imperial World** In text-based lessons, students learn to compare the post-war independence movements in African, Asian, and Caribbean countries.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post-Imperial World In a graded, summative assessment, students answer multiple choice questions about post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.	**World History B Unit 11: Contemporary Issues** Terrorism Through a text-based lesson, students learn to describe the impact of and global response to international terrorism by examining recent terrorist incidents and the underlying causes of ideological extremism.	**World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In a graded, summative assessment, students demonstrate their ability to describe the impact of and global response to international terrorism by asnwering multiple choice questions.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.	**World History B Unit 1: New Asian Empires** Origins of the Ottoman Empire The Ottoman Empire Through text-based lessons, students learn to describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.	**World History B Unit 1: New Asian Empires** Unit Test: New Asian Empires In a graded, summative assessment, students demonstrate their ability to describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent by answering objective multiple choice questions.
SS.912.W.3.8:	Identify important figures associated with the Crusades.	**World History A Unit 12: Medieval Europe** The Crusades Through a text-based lesson and an interactive activity, students learn to identify important figures associated with the Crusades.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, demonstrate their ability to identify important figures associated with the Crusades.

SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	**World History B Unit 2: Renaissance and Reformation** The Reformation Other Protestant Reformers The Church of England Effects of the Reformation on Society Through text-based lessons, students learn to summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe by answering objective multiple choice questions.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.	**World History B Unit 8: World War II** The Holocaust and the Nuremberg Trials Through a text-based lesson, students learn to explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.	**World History B Unit 8: World War II** Journal: The Holocaust and Human Rights In a graded, formative writing product, students evaluate what the world community learned from the Holocaust. To accomplish this, students do Internet research on the United Nations Declaration of Human Rights, select one article of the Declaration, and evaluate how that article responds to the experiences of victims of atrocities during World War II.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.	**World History B Unit 9: The Post-Imperial World** India Gains Independence Latin America **World History B Unit 10: The Cold War Era** Conflicts Between the Superpowers Through text-based lessons, students learn to describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.	**World History B Unit 9: The Post-Imperial World** Unit Test: The Post Imperial World **World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In graded, summative assessments, students demonstrate their ability to describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies by answering objective multiple choice questions.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.	**World History A Unit 12: Medieval Europe** Unit 12 Introduction: Medieval Europe Through a text-based lesson, students learn to analyze the impact of the collapse of the Western Roman Empire on Europe.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to analyze the impact of the collapse of the Western Roman Empire on Europe by answering objective multiple choice questions.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.	**World History A Unit 10: Pre-Colonial Africa** Unit 10 Introduction: Pre-Colonial Africa Prehistoric and Iron Age Africa East Africa Civilizations In text-based lessons with maps, students learn to trace the growth of major sub-Saharan African kingdoms and empires.	**World History A Unit 10: Pre-Colonial Africa** Unit Test: Pre-Colonial Africa In a graded, summative assessment, students demonstrate their ability to trace the growth of major sub-Saharan African kingdoms and empires by answering objective multiple choice questions.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	**World History B Unit 2: Renaissance and Reformation** The Counter-Reformation Through a text-based lesson, students learn to analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	**World History B Unit 2: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation by answering objective multiple choice questions.

SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.	**World History B Unit 8: World War II** Blitzkrieg The Battle of Britain The Battle of the Atlantic Video: *The Lend-Lease Act: America Aids Great Britain* Hitler Invades the Soviet Union War in the Pacific The End of the War Video: *The Atomic Bomb - August 6, 1945* **World Hisory B Unit 10: The Cold War Era** The Cold War Begins Through video clips, and through text-based lessons with interactive maps and multimedia presentations, students learn to identify the wartime strategy and post-war plans of the Allied leaders. The content traces the initial disorganization of the Allied resistance to Axis aggression; American attempts to support the Allies while remaining officially neutral; the development of the Allied counterattack (from North Africa, through the invasion of Italy, to the D-Day invasion of Normandy); Soviet resistance and retaliation against the Wermacht; the Allied adoption of a "Europe First" policy after the United States enters the war; the Allied decision to demand the unconditional surrender of the Axis powers; the Pacific "Island Hopping" campaign; the development and use of the atomic bomb; the surrender of the Axis powers and subsequent Allied occupation; tensions between the Soviet Union and the other Allies	**World History B Unit 8: World War II** Unit Test: World War II **World History B Unit 10: The Cold War Era** Unit Test: The Cold War Era In graded, summative assessments, students demonstrate their ability to identify the wartime strategy and post war plans of the Allied leaders by answering objective multiple choice questions.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Latin America Struggles for Independence British Control of India Imperialism in China and Japan **World History B Unit 9: The Post-Colonial World** Post-Colonial Africa India Gains its Independence Latin America In text-based lessons with maps and multimedia presentations, students learn to analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.	**World History B Unit 6: Nationalism, Imperialism, and Reform** Unit Test: Nationalism, Imperialism, and Reform **World History B Unit 9: The Post-Colonial World** Unit Test: The Post-Colonial World In graded, summative assessments, students demonstrate their ability to analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America by answering objective multiple choice questions.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.	**World History A Unit 12: Medieval Europe** Christian Europe Feudalism and the Manorial System Video: *The Rise of Feudalism* Through a video clip, and through text-based lessons and an interactive activity, students learn to recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. In the interactive activity, students engage in a virtual tour of a medieval manor, and learn about how the manor was designed to protect people from hostile invaders.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization by answering objective multiple choice questions.

SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.	**World History A Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson, students learn to identify key significant economic, political, and social characteristics of Ghana.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their ability to identify key significant economic, political, and social characteristics of Ghana by answering objective multiple choice questions.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** The Scientific Revolution Through a text-based lesson and an interactive activity, students learn to identify the major contributions of individuals associated with the Scientific Revolution, including Sir Francis Bacon, Rene Descartes, Galileo Galilei, Sir Isaac Newton, Robert Boyle, William Harvey, Johannes Kepler. In an interactive activity, students match these individuals with their scientific contributions.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to identify the major contributions of individuals associated with the Scientific Revolution by answering objective multiple choice questions.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	**World History B Unit 8: World War II** The End of the War Video: *The Atomic Bomb - August 6, 1945* Through a text-based lesson and a video clip, students learn to summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students demonstrate their ability to summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan by answering objective multiple choice questions.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.	**World History B Unit 11: Contemporary Issues** Turmoil in the Middle East Terrorism In text-based lessons, students learn to explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.	**World History B Unit 11: Contemporary Issues** Unit Test: Contemporary Issues In a graded, summative assessment, students demonstrate their ability to explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades by answering multiple choices questions.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.	**World History A Unit 12: Medieval Europe** The Holy Roman Empire Changing Governmental Structures The Crusades The Hundred Years' War The Rise of the Nation-State Through text-based lessons, students learn to describe the rise and achievements of significant rulers in medieval Europe, including Charlemagne, Pope Urban II, Edward III, and Joan of Arc.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to describe the rise and achievements of significant rulers in medieval Europe by answering objective multiple choice questions.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.	**World History A Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson, students learn to identify key figures and significant economic, political, and social characteristics associated with Mali.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their ability to identify key figures and significant economic, political, and social characteristics associated with Mali by answering objective multiple choice questions.

SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.	**World History B Unit 3: Exploration and Expansion** Unit 3 Introduction: Exploration and Expansion The Age of Exploration Video: *The Great Age of Exploration* Portuguese Voyages of Exploration Spanish Voyages of Exploration Other European Colonies in the Americas Through two video clips, text-based lessons, both static and interactive maps, multimedia presentations, and interactive activities, students learn to summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors. In one interactive activity, students students select explorers (including Cabot, Cartier, Columbus, Da Gama, and Magellan) to trace the routes of their journeys. In another interactive activity, students select various explorers to revealed their departure points, destinations, dates of departure, and the results of their voyages.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their ability to summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors by answering objective multiple choice questions.
SS.912.W.7.11:	Describe the effects of World War II.	**World History B Unit 8: World War II** Video: *The Rise of Nationalism* Japanese Militarism Instability in Europe Video: *Hitler* The Road to War Blitzkrieg The Battle of the Atlantic Video: *The Lend-Lease Act: America Aids Britain* The Battle of Britain Hitler Invades the Soviet Union Video: *Pearl Harbor* War in the Pacific The End of the War Video: *The Atomic Bomb - August, 6, 1945* The Holocaust and the Nuremberg Trials Video: *Life in the Concentration Camps* Through text-based lessons supported by video clips, multimedia presentations, interactive maps and timelines, and interactive practice activities, students learn to describe the effects of World War II. Some of the key content these lessons cover includes: the competing ideologies of the Allies and the Axis; political and military leaders, and other important figures; major theaters of operations; military strategies and the outcomes of major battles; the impact of the war on civilian populations; technological and scientific advances made during the war; the significance of natural resources and industrial capacity during the war; the realignment of power blocs and national boundaries during and after the war; the legacy	**World History B Unit 8: World War II** Unit Test: World War II In a graded, summative assessment, students answer multiple choice questions to demonstrate their ability to describe the effects of World War II by answering objective multiple choice questions.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.	**World History A Unit 12: Medieval Europe** Christian Europe Through a text-based lesson, students learn to recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their recognition of the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power by answering objective multiple choice questions.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.	**World History B Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson, students learn to identify key figures and significant economic, political, and social characteristics associated with Songhai.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their ability to identify key figures and significant economic, political, and social characteristics associated with Songhai by answering objective multiple choice questions.

SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** The Columbian Exchange Slavery and the Trans-Atlantic Trading System Through a text-based lesson with an interactive presentation and an interactive map, students learn to evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas by answering objective multiple choice questions.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.	**World History B Unit 8: World War II** Paper: Propaganda During World War II Instructions Through a text-based lesson, students learn to assess the extent to which the reasoning and evidence in a text support the author's claims.	**World History B Unit 8: World War II** Paper: Propaganda During World War II In a graded, formative writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze each in terms of message and intended audience. To do this, they assess the extent to which the reasoning and evidence in a text support the author's claims.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	**World History B Unit 4: Renaissance and Reformation** The European Renaissance Through a text-based lesson, students learn to explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	**World History B Unit 4: Renaissance and Reformation** Unit Test: Renaissance and Reformation In a graded, summative assessment, students demonstrate their ability to explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe by answering objective multiple choice questions.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.	**World History History A Unit 10: Precolonial Africa** Prehistoric and Iron Age Africa East African Civilizations West African Civilizations Environmental Change, Trade, and Islam Transform Africa Through text-based lessons with maps, students learn to compare economic, political, and social developments in East, West, and South Africa.	**World History A Unit 10: Pre-Colonial Africa** Unit Test: Pre-Colonial Africa In a graded, summative assessment, students demonstrate their ability to compare economic, political, and social developments in East, West, and South Africa by answering objective multiple choice questions.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.	**World History B Unit 3: Exploration and Expansion** The Columbian Exchange Slavery and the Trans-Atlantic Trading System Through a text-based lesson with an interactive presentation and an interactive map, students learn to examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their understanding of the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas by answering objective multiple choice questions.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.	**World History B Unit 12: Medieval Europe** The Hundred Years' War The Calamitous Century Through text-based lessons and an interactive activity, students learn to describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe. In the interactive map activity, students trace the progressive spread of the Black Death. They observe how it arrived from Asia and afflicted the entirety of Europe.	**World History B Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe by answering objective multiple choice questions.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	**World History A Unit 10: Precolonial Africa** West African Civilizations Through a text-based lesson with maps, students learn to examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	**World History A Unit 10: Precolonial Africa** Unit Test: Precolonial Africa In a graded, summative assessment, students demonstrate their understanding of internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai by answering objective multiple choice questions.

SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** Slavery and the Transatlantic Trading System Through a text-based lesson with maps, students learn to recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their recognition of the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas by answering objective multiple choice questions. **World History B Unit 12: World History Research Paper** Paper: World History Research Paper [Slavery option] In a graded writing product with both rubric-based feedback and direct teacher interaction, students recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, SouthWest Asia, and the Americas.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.	**World History B Unit 5: Industrialization** The Industrial Revolution New Economic Principles New Inventions and Advancements In text-based lessons with multimedia presentations, students learn to determine the factors that contributed to the growth of a modern economy.	**World History B Unit 5: Industrialization** Paper: The Social Effects of Industrialization In a graded, summative writing product with rubric-based feedback, students conduct research over the social and economic effects of the Industrial Revolution. To do this, they must determine the factors that contributed to the growth of a modern economy.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	**World History A Unit 8: The Americas** Early Mesoamerican Civilizations The Mayas The Aztecs The Inca Through text-based lessons, students learn to analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	**World History A Unit 8: The Americas** Unit Test: The Americas Project: Presenting an Ancient Civilization In a graded, summative multimedia product, students select an ancient civilization and present key aspects of its culture and history, including its characteristic time measurement system(s).
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	**World History B Unit 3: Exploration and Expansion** Slavery and the Trans-Atlantic Trading System Through a text-based lesson and map, students learn to explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	**World History B Unit 3: Exploration and Expansion** Unit Test: Exploration and Expansion In a graded, summative assessment, students demonstrate their ability to explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas by answering objective multiple choice questions.
SS.912.W.2.16:	Trace the growth and development of national identify in England, France, and Spain.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Spanish Dominance Rise of the French England and Constitutionalism In text-based lessons, students learn to trace the growth and development of national identify in England, France, and Spain.	**World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to trace the growth and development of national identity in England, France, and Spain by answering objective multiple choice questions.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.	**World History A Unit A Unit 8: The Americas** Early Mesoamerican Civilizations: The Olmec, Zapotec, and Toltec The Mayas The Aztecs The Incas Through text-based lessons, maps, and an interactive review activity, students learn to locate major civilizations of Mesoamerica and Andean South America.	**World History A Unit A Unit 8: The Americas** In a graded, summative assessment, students anwer demonstrate their ability to locate the locations of major civilizations of Mesoamerica and Andean South America by answering objective multiple choice questions.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.	**World History A Unit 12: Medieval Europe** The Holy Roman Empire Changing Governmental Structures The Crusades The Hundred Years' War European Achievements of the Middle Ages The Rise of the Nation State Through text-based lessons, maps, and multimedia presentations, students learn to identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In a graded, summative assessment, students demonstrate their ability to identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe by answering objective multiple choice questions.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.	**World History A Unit 8: The Americas** The Mayas The Aztecs The Inca Through text-based lessons, students learn to describe the roles of people in the Maya, Inca, and Aztec societies.	**World History A Unit 8: The Americas** Unit Test: The Americas In a graded, summative assessment, students demonstrate their ability to describe the roles of people in the Maya, Inca, and Aztec societies by answering objective multiple choice questions.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.	**World History A Unit 12: Medieval Europe** Changing Governmental Structures **World History B Unit 4: Absolutism, Enlightenment, and Revolution** England and Constitutionalism Through a text-based lesson, students learn to describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.	**World History A Unit 12: Medieval Europe** Unit Test: Medieval Europe In this graded, summative assessment, students demonstrate their ability to describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures by answering objective multiple choice questions. **World History B Unit 4: Absolutism, Enlightenment, and Revolution** Unit Test: Absolutism, Enlightenment, and Revolution In a graded, summative assessment, students demonstrate their ability to describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures by answering objective multiple choice questions.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	**World History A Unit 8: The Americas** Early Mesoamerican Civilizations The Mayas The Aztecs The Inca Through text-based lessons with maps and graphics, students learn to compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	**World History A Unit 8: The Americas** Unit Test: The Americas In this graded, summative assessment, students demonstrate their ability to compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America by answering objective multiple choice questions.

SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.	**World History A Unit 11: Medieval East Asia** Kingdoms and Empires of Early Southeast Asia Feudal Japan Through text-based lessons with interactive maps and multimedia activities, students learn to describe the impact of Japan's physiography on its economic and political development. The content devotes special attention to how Japan's island location helped it resist Chinese domination.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, formative assessment, students demonstrate their ability to describe the impact of Japan's physiography on its economic and political development by answering objective multiple choice questions.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.	**World History A Unit 8: The Americas** Early Mesoamerican Civilizations The Mayas The Aztecs The Inca In text-based lessons, students learn to determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.	**World History A Unit 8: The Americas** Unit Test: The Americas In a graded, summative assessment, students demonstrate their ability to determine the significance of Meso and South America rulers such as Pacal the Great, Moctezuma I, and Huayna Capac by answering objective multiple choice questions.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.	**World History A Unit 11: Medieval East Asia** Feudal Japan Through a text-based lesson with illustrative diagrams and interactive activities, students learn to summarize the major cultural, economic, political, and religious developments in medieval Japan. In the interactive activity, students place the classes of feudal Japanese society in their appropriate positions within a heirarchical diagram.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, summative assessment, students demonstrate their ability to summarize the major cultural, economic, political, and religious developments in medieval Japan by answering objective multiple choice questions.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.	**World History A Unit 11: Medieval East Asia** Feudal Japan Through a text-based lesson with illustrative diagrams and an interactive activity, students learn to compare Japanese feudalism with Western European feudalism during the Middle Ages. In the interactive activity, students place the classes of feudal Japanese society in their appropriate positions within a heirarchical diagram.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, summative assessment, students demonstrate their ability to compare Japanese feudalism with Western European feudalism during the Middle Ages by answering objective multiple choice questions.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.	**World History A Unit 11: Medieval East Asia** Kingdoms and Empires of Early Southeast Asia Fedual Japan Through text-based lessons with interactive maps and multimedia activities, students learn to describe Japan's cultural and economic relationship to China and Korea. In an interactive map activity, students learn to identify the geographic relationships between China and the various mainland and island nations of Southeast Asia. In an interactive matching activity, students connect important places, people, and concepts with the cultures they are associated with.	**World History A Unit 11: Medieval East Asia** Unit Test: Medieval East Asia In a graded, formative assessment, students demonstrate their ability to describe Japan's cultural and economic relationship to China and Korea by answering objective multiple choice questions.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative assessment, students demonstrate their ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. To accomplish this, students cite primary sources such as editorial cartoons, and excerpts from Karl Marx and Adam Smith, within the context of a graded writing in which they analyze various positions concerning the concept of free trade.

LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative assessment, students cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze each in terms of message and intended audience. To do this, students determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**World History A Unit 7: World War I** The Causes of World War I Through a text-based lesson, students learn to analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**World History A Unit 7: World War I** Unit Test: World War I In a graded, summative assessment, students answer multiple choice questions about the series of events to led to World War I, and determine whether earlier events caused later ones or simply preceded them.
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**World History B Unit 8: World War II** Unit 8 Paper: Propaganda During WWII Instructions Through a text-based lesson, students learn to determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**World History B Unit 8: World War II** Paper: Propaganda During World War II In a graded writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze each in terms of message and intended audience. To do this, they determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	**World History B Unit 8: World War II** Unit 8 Paper: Propaganda During WWII Instructions Through a text-based lesson, students learn to analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	**World History B Unit 8: World War II** Paper: Propaganda During World War II In a graded writing product with rubric-based feedback, students select Allied and Axis proganda, and analyze how each text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources Instructions Through a text-based lesson, students learn to compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**World History B Unit 5: Industrialization** Assignment: Analyzing Primary Sources In a graded, formative assessment, students compare the point of view of Karl Marx and Adamn Smith for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions Through a text-based lesson, students learn to integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions In a graded multimedia presentation about an ancient civilization, students integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Throughout World History A and B, students read a variety of texts independently and proficiently. For example: **World History A Unit 1: The Ancient Near East** Babylonia Through a text-based lesson, students read and comprehend excerpts from the Code of Hammurabi. **World History B Unit 8: World War II** The Holocaust and the Nuremberg Trials As preparation to complete their journal assignments on the Holocaust and Human rights, students locate the International Declaration of Human rights online and read it. **World History B Unit 11: Contemporary Issues** Human Rights Violations Through a text-based lesson, students learn about human rights violations in the modern world as preparation for completing a reading response discussion assignment.	**World History B Unit 8: World War II** Journal: The Holocaust and Human Rights In a graded, formative writing product, students evaluate what the world community learned from the Holocaust. To accomplish this, students do Internet research on the United Nations Declaration of Human Rights, select one article of the Declaration, and evaluate how that article responds to the experiences of victims of atrocities during World War II. **World History B Unit 11: Contemporary Issues** Discussion: Human Rights in the World Today In a graded, formative writing assignment, students read and comprehend a primary source (a letter by Winston Churchill) concerning human rights in the post-World War II era. Students demonstrate their comprehension by writing in response to the primary source, and by responding to at least two of their peers' posts.
LACC.910.WHST.1.1:	Write arguments focused on *discipline-specific content.*	**World History B Unit 12: World History Research Paper** Unit 12 Introduction: World History Research Paper How to Write Your World History Research Paper In text-based lessons, students learn to write arguments focused on *discipline-specific* content.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students write arguments focused on discipline-specific content.
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	e. Provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to provide a concluding statement or section that follows from or supports the argument presented.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write insummative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to write insummative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students write insummative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students select one of three options for their research paper. They introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**World History B Unit 12: World History Research Paper** Required Chat: Student-Teacher Conference Paper Component: Research Paper Rough Draft Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions Through a text-based lesson, students learn to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**World History A Unit 8: The Americas** Project: Presenting an Ancient Civilization Instructions In a graded multimedia presentation about an ancient civilization, students use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students conduct a sustained research project to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**World History B Unit 12: World History Research Paper** Paper Component: Annotated Bibliography and Thesis Statement Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	**World History B Unit 12: World History Research Paper** How to Write Your World History Research Paper Through a text-based lesson, students learn to draw evidence from informational texts to support analysis, reflection, and research.	**World History B Unit 12: World History Research Paper** Paper: Research Paper Final Draft In graded writing products with both rubric-based and direct teacher feedback, students draw evidence from informational texts to support analysis, reflection, and research.
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughtout World History A and B, students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Extended Time Frames**: Students routinely write over extended time frames (time for reflection and revision) for a range of discipline-specific tasks, purposes, and audiences to complete all **Papers** and **Projects**. The also do so throughout the entirety of **World History Unit 12: World History Research Research Pape**r. **Shorter Time Frames**: **Journal** assignments and **Discussion** assignments require students to write within a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	Throughtout World History A and B, students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Extended Time Frames**: Students routinely write over extended time frames (time for reflection and revision) for a range of discipline-specific tasks, purposes, and audiences to complete all **Papers** and **Projects**. The also do so throughout the entirety of **World History Unit 12: World History Research Research Paper**. **Shorter Time Frames**: **Journal** assignments and **Discussion** assignments require students to write within a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Course: 1501390 Comprehensive Fitness

Direct link to this

BASIC INFORMATION

Course Title:	Comprehensive Fitness				
Course Number:	1501390				
Course Abbreviated Title:	COMPRE FIT				
Course Path:	**Section:** Grades PreK to 12 Education Courses » **Grade Group:** Grades 9 to 12 and Adult Education Courses » **Subject:** Physical Education » **SubSubject:** Fitness »				
Course length:	Semester (S)				
Status:	State Board Approved				

STANDARDS (29)

Standard ID	Standard Decription	Content		Assessment	
		RSID	Unit and Lesson Name	Assessment ID	Assessment Name
PE.912.C.1.15:	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.	323677	PEIA Unit 1 Developing a Fitness Plan		
PE.912.C.1.16:	Explain the methods of monitoring levels of intensity during aerobic activity.	323677	PEIA Unit 1 Developing a Fitness Plan		
PE.912.C.1.23:	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.	323672	PEIA Unit 1 Fitness Pretest		
PE.912.C.1.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.	323683	PEIA Unit 1 Exercise and Safety Concerns		
PE.912.C.1.28:	Interpret and apply the rules associated with specific course activities.	323683	PEIA Unit 1 Exercise and Safety Concerns		
PE.912.L.1.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.	323677	PEIA Unit 1 Developing a Fitness Plan		PEIA All Units Fitness Logs-only for 4 days
PE.912.L.1.2:	Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.	323672 323677	PEIA Unit 1 Fitness Pretest Developing a Fitness Plan		PEIA All Units Fitness Logs-only for 4 days
PE.912.L.1.3:	Participate in a variety of activities that promote effective stress management.	323725	PEIA Unit 3 Mental Health Benefits of Fitness		
PE.912.L.2.1:	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.			104161	PEIA Unit 1 Fitness Plan Assignment
PE.912.L.2.2:	Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.			104161	PEIA Unit 1 Fitness Plan Assignment
PE.912.L.2.3:	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.			104161	PEIA Unit 1 Fitness Plan Assignment
PE.912.L.2.4:	Apply the principles of training and conditioning in accordance with personal goals.			104161	PEIA Unit 1 Fitness Plan Assignment
PE.912.L.2.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.			104169	PEIA Unit 2 Reevaluation of Progress Assignment
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.			104169	PEIA Unit 2 Reevaluation of Progress Assignment
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.			104161	PEIA Unit 1 Fitness Plan Assignment
PE.912.M.1.13:	Perform a student designed cardiorespiratory enhancing workout.			104155, 104159, 104160	PEIA All Units Fitness Logs
PE.912.M.1.14:	Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.			104169	PEIA Unit 2 Reevaluation of Progress Assignment
PE.912.M.1.15:	Select and apply sports/activity specific warm-up and cool-down techniques.	323683	PEIA Unit 1 Exercise and Safety Concerns		
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate individual needs and strengths.			104169	PEIA Unit 2 Reevaluation of Progress Assignment
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.				
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.				
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.	323683	PEIA Unit 1 Exercise and Safety Concerns		
PE.912.R.1.4:	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.	323725 338907 338099	PEIA Unit 3 Mental Health Benefits of Fitness PEIA Unit 3 Physical Health Benefits of Fitness PEIA Unit 3 Social Benefits of Fitness		
PE.912.R.1.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	323683	PEIA Unit 1 Exercise and Safety Concerns		
PE.912.R.2.3:	Explore the role of games, sports, and/or physical activities in other cultures.				

RELATED GLOSSARY TERM DEFINITIONS (14)

balance:	A†skill-related component of fitness.† The ability to maintain equilibrium while moving or standing still.				

body composition:	A health-related component of fitness.† The ratio of fat mass to lean mass in the body.				
etiquette:	The forms and practices prescribed by social convention or by authority.				
flexibility:	A health-related component of fitness.† The range of motion available at a given joint of the body.				
mechanical principles:	Principles dealing with the action of forces on objects (e.g., levers, balance, force).				
muscular strength:	A health-related component of fitness.† The maximum force exerted when contracting muscles a single time.				
MVPA :	Moderate to vigorous physical activity.† It is sustained, repetitive, large-muscle activities (e.g., speed walking, running, cycling) performed at least at a medium level of intensity.				
overload:	A training principle.† The body must be worked harder than normal in order to improve the fitness level.†				
physical activity:	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.				
physical education:	A planned, sequential curriculum by which students learn to develop and maintain a healthy lifestyle.† It includes cognitive, affective, and psychomotor aspects of physical activity, goal setting, proper nutrition, and formal assessment.				
progression:	A training principle.† Starting an exercise program slowly and gradually increasing the intensity and duration in order to safely experience improvement.				
specificity:	A training principle.† Improvements in personal fitness will occur in the particular muscles that you overload during physical activity or exercise.				
strategies:	Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.				
technology:	Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (e.g., stop watches, pedometers, heart rate monitors, computers, digital cameras).				

Documentation of Alignment

Advanced Academics [Introduction to Drawing] Course ID: 2921

10/2012

Standard ID	Benchmark	Bloom's Level Expected	Bloom's Level Taught	Alignment Citation: Content	Alignment Citation: Assessment	Gap Analysis	Recommendations	Type of Revision Needed
Big Idea: CRITICAL THINKING AND REFLECTION								
	Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.							
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.			332013, 332014 Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid How the standard (benchmark) is taught: Through the use of text, images, and video, the student is given instruction on the grid method of drawing so that they can learn to develop visual information around them in a systematic way so that they can identify rationale for aesthetic choices in recording that visual media.	111906 How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing. The student is asked to create a contour portrait using the grid method and one without the grid method. The student will then concentrate on detail, shading and proportion of the portrait as the drawing is developed. They are then asked to write their rationale for which of the two recorded images they chose to record and present in terms of choice of techniques, drawing tools and methods of use.			
	Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.							
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.			332013, 332014, 332043 Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye; Unit 6 : Proportion Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid; Drawing the Human Face How the standard (benchmark) is taught: Through the use of text, images, and video, the student is given instruction on the grid method of drawing in unit 2. In unit 6 they are given information about how to draw the human face using correct proportions.	111906, 111196 How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing; The student is asked to create a contour portrait using the grid method and one without the grid method. The student will then concentrate on detail, shading and proportion of the portrait as the drawing is developed. They are then asked to write their rationale for which of the two recorded images they chose to record and present in terms of choice of techniques, drawing tools and methods of use. Unit 6 Project: Drawing a Finished Portrait. The student is asked to create a contour portrait using the grid method and one without the grid method. They are then asked to write about the process and defend the choice of one of them to present. They finish that in unit 6 when they have learned much more about proportion, facial features, and shading techniques.			

VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.			322909 Where the standard (benchmark) is taught: Fundamentals of Art Appreciation Unit 5: Exploring Art Lesson: Art Criticism How the standard (benchmark) is taught: Through use of images and text, students are taught how to go through the critiquing process to support conclusions and judgments about artistic progress.	103889 How mastery of the standard (benchmark) is assessed: Unit 5 Paper: Art Criticism. The student will use the 4 step critiquing process to support conclusions and judgments about artistic progress in *The Ambassadors*, by Hans Holbein			
	Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.							
Big Idea: SKILLS, TECHNIQUES, AND PROCESSES								
	Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.							
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.			332019 Where the standard (benchmark) is taught: Introduction to Drawing Unit 3: Line and Shape Lesson: Shape How the standard (benchmark) is taught: Through the use of images and video instruction, the student is taught about various shapes, artists, and the use of stained glass windows.	111908 How mastery of the standard (benchmark) is assessed: Unit 3 Project: Stained-glass Window Drawing. Through an understanding of the history of shapes and stained glass widows, the student creates their own stained glass window design by concentraing on a variety of geometric and organic shapes on drawing paper. The student will choose between formal and informal designs, concentrating on line and shape. Students should research images of stained glass designs online before beginning their design. The student will plan the deisgn and then transfer the drawing to drawing paper.			

VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.			332034, 332035, 322036, 332038	Where the standard (benchmark) is taught: Introduction to Drawing Unit 5: Perspective Lessons: Solving the Problem of Perspective; Perspective Made Easy; One-Point Perspective; Two-Point Perspective How the standard (benchmark) is taught: Through the use of text, images, and instructional videos, the student learns the vocabulary, history, and technical skills involved in perspective drawing.	111912, 111914, 111913	How mastery of the standard (benchmark) is assessed: Unit 5 Activity: Drawing with One-point Perspective; Unit 5 Project: Drawing with Two-Point Perspective; Unit 5 Required Chat: Discussing Perspective Drawing. The student is required to create a one-point and a two-point perspective drawing to show depth and perspective. Both demonstrate effective and accurate use of art vocabulary throughout the art-making process. Both of the drawings are to include detail to give it a sense of realism. The student is also required to chat with a teacher about the proces in which the student will ask questions about the assignments, drawings and any concerns of the student.			
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.			332059, 332065	Where the standard (benchmark) is taught: Introduction to Drawing Unit 9: Critiquing Your Work Lessons: Evaluating Art; You're the Critic Practice Activity How the standard (benchmark) is taught: Through text, images, and instructional videos, the student is taught how to compile, compare, and critique artworks that use various media to evaluate advantages or disadvantages within the art process.	111921, 111922	How mastery of the standard (benchmark) is assessed: Unit 9 Project: Portfolio; Unit 9 Required Chat: Portfolio Discussion. Students are asked to compile works of art produced throughout the drawing course and explain, through writing and discussion with a teacher, the aesthetic impact of images created with different media such as drawing, painting and graphics evaluating advantages or disadvantages within the art process. The student also has the opportunity to ask questions and discuss problems and solutions to their drawing techniques and use.			
	Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.									

VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.			322055, 322057, 322058	Where the standard (benchmark) is taught: Introduction to Drawing Unit 8: Drawing Gestures and Action Lessons: What is Gesture and Action Drawing?; Gesture Drawing; Action Drawing How the standard (benchmark) is taught: Through the use of text, images, and instructional videos, the student is taught to focus on visual information and processes to complete the artistic concept.	111919, 111920	How mastery of the standard (benchmark) is assessed: Unit 8 Activity: Gesture and Action Drawing; Unit 8 Project: Reworking Your Gesture Drawing. The student will focus on creating a series of action and gesture drawings using visual information and processes. They will then choose one of the gesture drawings and refine it using several art techniques including detail, shading and perspective.			
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.			332050	Where the standard (benchmark) is taught: Introduction to Drawing Unit 7: Composition Lesson: Blocking and Creating Composition How the standard (benchmark) is taught: Through the use of instructional videos the student is taught the use of perceptual, observational, and compositional skills to produce a still life drawing.	111917, 111918	How mastery of the standard (benchmark) is assessed: Unit 7 Project: Drawing a Still Life and Unit 7 Activity: Evaluating Your Still Life Drawing. The student uses perceptual, observational, and compositional skills to produce a still life drawing and evaluate it with various elements and principles of art including implied line, form, texture, value, space, contrast, emphasis and proportion while also providing specific examples from the student's work using art vocabulary.			
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.			322055, 322057, 322058	Where the standard (benchmark) is taught: Introduction to Drawing Unit 8: Drawing Gestures and Action Lessons: What is Gesture and Action Drawing?; Gesture Drawing; Action Drawing How the standard (benchmark) is taught: Through the use of text, images, and instructional videos, the student is taught how to Incorporate skills, concepts, and media to create action and gesture drawings from ideation to resolution.	111919, 111920	How mastery of the standard (benchmark) is assessed: Unit 8 Activity: Gesture and Action Drawing; Unit 8 Project: Reworking Your Gesture Drawing. The student will incorporate skills, concepts, and media to create quick action and gesture sketches. They will then choose one of the gesture drawings and refine it using several art techniques including detail, shading, value and perspective to make it more of a realistic and finished drawing.			
	Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.									
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.				Where the standard (benchmark) is taught: Unit: Lesson: How the standard (benchmark) is taught:		How mastery of the standard (benchmark) is assessed: Unit:			

VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.			332013, 332014	Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid How the standard (benchmark) is taught: Through the use of text, images, and instructional video, the student is taught the grid method of drawing.	111906	How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing. The student is asked to create a contour portrait using the grid method and one without the grid method. The student will then concentrate on detail, shading and proportion of the portrait as the drawing is developed. They are then asked to write their rationale for which of the two recorded images they chose to record and present in terms of choice of techniques, drawing tools and methods of use. They are asked to Select a photograph of a portrait of a person that is focused on his or her face. This can be from the internet or magazines. Before they turn in their contour portrait, they must accept a plagiarism statement that asks them to use their own work and cite any sources. They do this with every project, but it is particularly important here, because of the			
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.			332006	Where the standard (benchmark) is taught: Introduction to Drawing Unit 1 Introduction: Materials and Techniques Lesson: Using Your Drawing Tools How the standard (benchmark) is taught: Through the use of an instructional video, students are taught to use and maintain tools and equipment to facilitate the creative process.	113871	How mastery of the standard (benchmark) is assessed: Unit 1 Activity: Making Marks Worksheet. The student is asked to create several pencil techniques including hatching, cross-hatching and stippling while also using the information about how to use and maintain their drawing tools including pencils, pens and markers to facilitate the creative process.			
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.				Where the standard (benchmark) is taught: Unit: Lesson: How the standard (benchmark) is taught:		How mastery of the standard (benchmark) is assessed: Unit:			

VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.			322055, 322057, 322058	Where the standard (benchmark) is taught: Introduction to Drawing Unit 8: Drawing Gestures and Action Lessons: What is Gesture and Action Drawing?; Gesture Drawing; Action Drawing How the standard (benchmark) is taught: Through the use of text, images, and instructional videos, the student is taught how to create quick action and gesture sketches to produce a complex and well crafted gesture drawing.	111919, 111920	How mastery of the standard (benchmark) is assessed: Unit 8 Activity: Gesture and Action Drawing; Unit 8 Project: Reworking Your Gesture Drawing. The student will create quick action and gesture sketches to produce a complex and well crafted gesture drawing.The student will incorporate skills, concepts, and media to create quick action and gesture sketches. They will then choose one of the gesture drawings and refine it using several art techniques including detail, shading and perspective to make a finsihed and detailed drawing.			
Big Idea: ORGANIZATIONAL STRUCTURE										
	Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.									
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.			332004, 332047, 332048, 332050	Where the standard (benchmark) is taught: Introduction to Drawing Unit 1: Materials and Techniques; Unit 7: Composition Lessons: The Artist's Vocabulary: Elements of Art; The Artist's Vocabulary: Principles of Art; Basic Drawing Instruction: Composition; Blocking and Creating Composition How the standard (benchmark) is taught: Through the use of text, images, and instructional videos the student is taught the elements and principles of design and how they are used to establish an interpretive and technical foundation for visual coherence in compositions.	111917, 111918	How mastery of the standard (benchmark) is assessed: Unit 7 Project: Drawing a Still Life and Unit 7 Activity: Evaluating Your Still Life Drawing. The student uses interpretive and technical skills that were acquired throughout the understanding of the elements and principles of art to produce a still life drawing. They are then asked to evaluate it using various elements and principles of art. The student uses perceptual, observational, and compositional skills to produce a still life drawing and evaluate it with various elements and principles of art including implied line, form, texture, value, space, contrast, emphasis and proportion while also providing specific examples from the student's work using art vocabulary.			

VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.			332013, 332014, 332043	Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye; Unit 6 : Proportion Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid; Drawing the Human Face How the standard (benchmark) is taught: Through the use of text, images, and instructional video, the student is taught the grid method of drawing in unit 2. In unit 6 they are given information about how to draw the human face using correct proportions.	111906, 111196	How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing; The student is asked to create a contour portrait using the grid method and one without the grid method. The student will then concentrate on detail, shading and proportion of the portrait as the drawing is developed. They are then asked to write their rationale for which of the two recorded images they chose to record and present in terms of choice of techniques, drawing tools and methods of use. They are asked to Select a photograph of a portrait of a person that is focused on his or her face. This can be from the internet or magazines. Before they turn in their contour portrait, they must accept a plagiarism statement that asks them to use their own work and cite any sources.Unit 6 Project: Drawing a Finished Portrait. The student is asked to create a contour portrait			
	Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.									
	Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.									
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.			332059, 332065	Where the standard (benchmark) is taught: Introduction to Drawing Unit 9: Critiquing Your Work Lessons: Evaluating Art; You're the Critic Practice Activity How the standard (benchmark) is taught: Through text, images, and instructional videos, the student is taught how to compile, compare, and critique artworks that that include symbolism, personal experiences, or philosophical view to communicate with an audience.	111921, 111922	How mastery of the standard (benchmark) is assessed: Unit 9 Project: Portfolio; Unit 9 Required Chat: Portfolio Discussion. Students are asked to compile works of art produced throughout the drawing course as well as to create a final work that communicates symbolism, personal experiences, or philosophical view, as well as a mastery of techniques. They do a formal critique of this drawing and have a personal chat with a teacher about the symbolism, personal experiences, or philosophical view they were trying to communicate.			

VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.			332059, 332065	Where the standard (benchmark) is taught: Introduction to Drawing Unit 9: Critiquing Your Work Lessons: Evaluating Art; You're the Critic Practice Activity How the standard (benchmark) is taught: Through text, images, and instructional videos, the student is taught how to compile, compare, and critique artworks that inform viewers about personal opinions and/or current issues.	111921, 111922	How mastery of the standard (benchmark) is assessed: Unit 9 Project: Portfolio; Unit 9 Required Chat: Portfolio Discussion. Students are asked to compile works of art produced throughout the drawing course as well as to create a final work that shows personal opinions or point of view. They do a formal critique of this drawing and have a personal chat with a teacher about those personal opinions.Students are asked to compile works of art produced throughout the drawing course as well as to create a final work that communicates symbolism, personal experiences, or philosophical view, as well as a mastery of techniques. They do a formal critique of this drawing and have a personal chat with a teacher about the symbolism, personal experiences, or philosophical view they were trying to communicate.			
Big Idea: HISTORICAL AND GLOBAL CONNECTIONS										
	Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).									
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.				Where the standard (benchmark) is taught: Unit: Lesson: How the standard (benchmark) is taught:		How mastery of the standard (benchmark) is assessed: Unit:			
	Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.									

VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.			332034, 332035, 322036, 332038	Where the standard (benchmark) is taught: Introduction to Drawing Unit 5: Perspective Lessons: Solving the Problem of Perspective; Perspective Made Easy; One-Point Perspective; Two-Point Perspective How the standard (benchmark) is taught: Through the use of text, images, and instructional videos, the student learns the vocabulary, history, and technical skills involved in perspective drawing.	111912, 111914, 111913	How mastery of the standard (benchmark) is assessed: Unit 5 Activity: Drawing with One-point Perspective; Unit 5 Project: Drawing with Two-Point Perspective; Unit 5 Required Chat: Discussing Perspective Drawing. The student is required to create a one-point and a two-point perspective drawing. Both demonstrate critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues, such as interior design, with the one-point perspective room, and urban planning, with the two-point perspective street scene. The student is required to create a one-point and a two-point perspective drawing. Both of the drawings are to include detail to give it a sense of realism and will require the student to problem solve and use critical thinking skills to create a well planned out and designed drawing.			
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.			332034, 332035, 322036, 332038	Where the standard (benchmark) is taught: Introduction to Drawing Unit 5: Perspective Lessons: Solving the Problem of Perspective; Perspective Made Easy; One-Point Perspective; Two-Point Perspective How the standard (benchmark) is taught: Through the use of text, images, and instructional videos, the student learns the vocabulary, history, and technical skills involved in perspective drawing. They learn that Filippo Brunelleschi, a Renaissance architect, is credited with discovering linear perspective and that it is used in math, science, and design fields.	111912, 111914	How mastery of the standard (benchmark) is assessed: Unit 5 Activity: Drawing with One-point Perspective; Unit 5 Project: Drawing with Two-Point Perspective. The student is required to create a one-point and a two-point perspective drawing using the ideas first discovered by Renaissance architect Filippo Brunelleschi. Both drawings demonstrate materials, ideas, and/or equipment related to the math, science, and architecture fields. Both of the drawings are to include detail to give it a sense of realism and will require the student to research these content areas and apply them to the drawing.			
Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE										
	Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.									

VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.			332013, 332014, 332043	Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye; Unit 6 : Proportion Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid; Drawing the Human Face How the standard (benchmark) is taught: Through the use of text, images, and instructional video, the student is taught the grid method of drawing as a method for creation of a contour portrait in unit 2. In unit 6 they are given information about how to draw the human face using correct proportions. In units 3-5, they learn shading and textural techniques that will also improve portrait drawing skills.	111906, 111196	How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing; Unit 6 Project: Drawing a Finished Portrait. The student is asked to create one contour portrait using the flexibility and adaptability of free hand drawing. Then, they are asked to draw another contour portrait using the strict process of the grid method. The student is asked to create a contour portrait using the grid method and one without the grid method. The student will then concentrate on detail, shading and proportion of the portrait as the drawing is developed. They are then asked to write about the process to focus on the one they felt had a better outcome and to write their rationale for which of the two recorded images they chose to record and present in terms of choice of techniques, drawing tools and methods of use. They leave the contour to finish the portrait in unit			
	Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.									
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.			332067, 332068, 332069	Where the standard (benchmark) is taught: Introduction to Drawing Unit 9: Critiquing Your Work Lessons: Careers for the 21st Century: Artists (Fine Arts); Careers for the 21st Century: Graphic Design Artists; Careers for the 21st Century: Designers. How the standard (benchmark) is taught: Through the use of instructional videos, the student is exposed to many career opportunities in the visual arts. They are told the requisite skills, qualifications, supply-and-demand, market location, and potential earnings for those fields.	111921, 111922	How mastery of the standard (benchmark) is assessed: Unit 9 Project: Portfolio; Unit 9 Required Chat: Portfolio Discussion. As part of their portfolio, students are asked to write about two of the careers they studied and explain why they may or may not want to pursue an art career. They will also have a portfolio chat with a teacher where they may need to clarify some of those thoughts.Students are asked to compile works of art produced throughout the drawing course as well as to create a final work that communicates symbolism, personal experiences, or philosophical view, as well as a mastery of techniques. They do a formal critique of this drawing and have a personal chat with a teacher about the symbolism, personal experiences, or philosophical view they were trying to communicate.			
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.				Where the standard (benchmark) is taught: Unit: Lesson: How the standard (benchmark) is taught:		How mastery of the standard (benchmark) is assessed: Unit:			
	Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.									

VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.			332013, 332014, 332043	Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye; Unit 6 : Proportion Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid; Drawing the Human Face How the standard (benchmark) is taught: Through the use of text, images, and instructional video, the student is taught the grid method of drawing as a method for creation of a contour portrait in unit 2. In unit 6 they are given information about how to draw the human face using correct proportions. In units 3-5, they learn shading and textural techniques that will also improve portrait drawing skills.	111906, 111196	How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing; The student is asked to create a contour portrait using the grid method and one without the grid method. The student will then concentrate on detail, shading and proportion of the portrait as the drawing is developed. They are then asked to write their rationale for which of the two recorded images they chose to record and present in terms of choice of techniques, drawing tools and methods of use. Unit 6 Project: Drawing a Finished Portrait. The student is asked to create one contour portrait using the flexibility and adaptability of free hand drawing. Then, they are asked to draw another contour portrait using the strict process of the grid method. They must follow directions closely. It should only be a contour. They finish the portrait in unit 6, after they have learned much more			
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.			322867	Where the standard (benchmark) is taught: Fundamentals of Art Appreciation Unit 4: Why is Art Created? Lesson: Religion and Art How the standard (benchmark) is taught: Using text and images, the student will learn to analyze and compare iconic, aniconic, and iconoclastic artworks in a variety of cultures and times. They will be informed how to use appropriately cited sources to document research and present information on religious art	322888	How mastery of the standard (benchmark) is assessed: Unit 4 Paper: Religion's Influence on Art. The student will write a paper analyzing iconic, aniconic, and iconoclastic artworks from a variety of cultures and times. They will be asked to use appropriately cited sources to document research and present information on the visual culture of religious art.			

VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.			332013, 332014	Where the standard (benchmark) is taught: Introduction to Drawing. Unit 2: Training Your Eye Lessons: Basic Drawing Instruction: The Grid and Proportions; Using a Grid How the standard (benchmark) is taught: Through the use of text, images, and instructional video, the student is taught the grid method of drawing.	111906	How mastery of the standard (benchmark) is assessed: Unit 2 Project: Portrait Contour Drawing. Students are asked to Select a photograph of a portrait of a person that is focused on his or her face. This can be from the internet or magazines. Before they turn in their contour portrait, they must accept a plagiarism statement that asks them to use their own work and cite any sources. They do this with every project, but it is particularly important here, because of the photo they will use. Students will then draw the portrait by concentraing on proportion, shading and detail with concentration on value, shading, depth and perspective.. Attention to detail is vital on this assignment as the portrait should be drawn from the photograph.			
LACC.910.SL.1.1	Comprehension and Collaboration									
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					107791	How mastery of the standard (benchmark) is assessed: Introduction to Drawing Unit 1: Discussion Unit 3: Discussion Unit 7: Discussion Unit 9: Discussion Unit 9: Required Chat: Portfolio Discussion. This standard is assessed through a series of classroom discussions. Students will answer the discussion questions and post them to the discussion panel in which to communicate with their teacher and other classmates to provide background information about their experience with drawing. Students will build on other's comments and ideas while expressing their own opinion and thoughts.			
LACC.910.RST.2	Craft and Structure									

LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics			332004	Where the standard (benchmark) is taught:Introduction to Drawing Unit 1: Lesson: The Artist's Vocabulary This lesson consists of a required reading that introduces students to key vocabulary terms used in drawing.	107739	How mastery of the standard (benchmark) is assessed: Introduction to Drawing Unit 1: Test: Materials and Techniques This standard is assessed using multiple choice and true/false questions. Students will identify vocabulary words used in a drawing class including terms such as color, texture, line, shape, form, highlights, hue, intensity, value and shadows.			
LACC.910.WHST.3	Research to Build and Present Knowledge									
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.									
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Documentation of Alignment

Advanced Academics [Fundamentals of Art Appreciation],
2738

October 2012

Standard ID	Standard	Benchmark	Alignment Citation			
			Content		Assessment	
			Roads Section ID	Unit & Lesson Name	Assessment ID	Assessment Name
Domain: Visual Art						
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.		322902 322909	Fundamentals of Art Appreciation Unit 5: Lesson Aesthetics Unit 5: Lesson Art Criticism How the standard (benchmark) is taught: Through use of images and text, students are taught how to go through the critiquing process using descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.	103889 103893	Fundamentals of Art Appreciation Unit 5: Paper: Art Criticism How mastery of the standard (benchmark) is assessed: This standard will be assessed using a graded writing product with rubric feedback from a teacher. The student will use the four step critiquing process of describing, analyzing, interpreting and judging with descriptive terms and varied approaches in art analysis to explain the meaning or purpose of The Ambassadors, by Hans Holbein The student is to review the aaesthetics and art criticism lessons to reinforce their comprehension of aesthetics and the process of art criticism. The student will study the painting and take notes as they progress through each of the four steps of art criticism and will answer questions including whether the artwork is objective or non-objective; will describe the painting to determine the subject and identify what objects are included; will analyze the painting to consider how the artist uses the elements and principles of art; will interpret the painting to be able to consider what ideas, moods, and/or feelings are evoked by the painting; to judge whether the work is aesthetically pleasing; determine whether or not the artwork is successful; to point out unusual or interesting points about the artwork and to vgive an overall impression of the artwork in a critical essay. The student can compare it to an art criticism rubric to determine if the paper meets the expectations of the rubric.

VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.		322894 322909	Fundamentals of Art Appreciation Unit 5: Lesson: Exploring Art Introduction Unit 5: Lesson: Art Criticism Unit 5: Exploring Art Lesson: Art Criticism How the standard (benchmark) is taught: Through use of images and text, students are taught how to go through the critiquing process to analyze how content and ideas are used in works of art.	103889 103893 103826 103824	Fundamentals of Art Appreciation Unit 5: Paper: Art Criticism. This standard will be assessed using a graded writing product with rubric feedback from a teacher. The student will use the four step critiquing process of describing, analyzing, interpreting and judging in order to analyze how content and ideas are used in The Ambassadors, by Hans Holbein. The student is to review the aaesthetics and art criticism lessons to reinforce their comprehension of aesthetics and the process of art criticism. The student will study the painting and take notes as they progress through each of the four steps of art criticism and will answer questions including whether the artwork is objective or non-objective; will describe the painting to determine the subject and identify what objects are included; will analyze the painting to consider how the artist uses the elements and principles of art; will interpret the painting to be able to consider what ideas, moods, and/or feelings are evoked by the painting; to judge whether the work is aesthetically pleasing; determine whether or not the artwork is successful; to point out unusual or interesting points about the artwork and to give an overall impression of the artwork in a critical essay. The student can compare it to an art criticism rubric to determine if the paper meets the expectations of the rubric. Unit 5: Assignment: Exploring Art This standard is assessed using multiple choice, true false and
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.		322812 322818 322827 322835 322946, 322956, 322971, 322986, 322998, 323010, 323021	Fundamentals of Art Appreciation Unit 3: Art Media and Techniques Introduction Unit 3: Lesson: Drawing and Painting Unit 3: Lesson: Sculpture Unit 3: Lesson: Architecture How the standards (benchmarks) are taught: Using images and text, the student learns about the different techniques and materials used in different styles of art Unit 6: Art History Lessons: The Ancient World; The Art of India, China, and Japan; The Art of Africa; The Art of the Americas; Western Art; and 20th Century Art. How the standards (benchmarks) are taught: Using images and text, the student learns about several cultures, artistic movements, and artistic processes throughout history.	103852 103826 103824 103906	Fundamentals of Art Appreciation Unit 3 Test: Art Media and Techniques How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice, true false and open ended questions over concepts such as medium, photography, sculpture, architecture, ceramics, weaving, painting, printing, computer graphics and graphic design. Students will identify materials, styles and techniques in different types of artwork while reviewing a variety of different media types such as pencil, ink, paint, kinetic art, sculpture and ceramics. The student will also identify works of art made by using the different media types and place each in a historical context regarding the most common use or earliest development. The student will then answer questions concerning different media types, special skills, combining media, media in the world and how the elements and principles of art are incorporated. Fundamentals of Art Appreciation Midterm Exam This standard is assessed using multiple choice, true false and open ended questions for identifying, styles, techniques and materials for various artworks including the elements and principles of art, medium, color theory, subject types, graphic design, religious art, architecture, artist styles, crafts, printmaking and photography. Unit 6 Paper: Art History. How mastery of the standard (benchmark) is assessed: The

VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image.		322841	Fundamentals of Art Appreciation Unit 3: Lesson: Printmaking and Photography How the standard (benchmark) is taught: This standard is taught through direct instruction showing examples of different media techniques used for printmaking and photography	103852 103827 103824	Unit 3 Test: Art Media and Techniques This standard is assessed using multiple choice, true false and open ended questions. Students will identify media used in print photography and printmaking in regards to medium, photography, sculpture, architecture, ceramics, weaving, painting, printing, computer graphics and graphic design. Students will identify materials, styles and techniques in different types of artwork while reviewing a variety of different media types such as pencil, ink, paint, kinetic art, sculpture and ceramics. The student will also identify works of art made by using the different media types and place each in a historical context regarding the most common use or earliest development. The student will then answer questions concerning different media types, special skills, combining media, media in the world and how the elements and principles of art are incorporated. Fundamentals of Art Appreciation Midterm Exam This standard is assessed using multiple choice, true false and open ended questions for identifying, describing and analyzing, styles, techniques and materials for various artworks including the elements and principles of art, medium, color theory, subject types, graphic design, religious art, architecture, artist styles, crafts, printmaking and photography. Fundamentals of Art Appreciation Final Exam This standard is assessed using multiple choice and true false
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.		322863 322867 322873 322946 322956 322971 322986 322998 323010 323021	Fundamentals of Art Appreciation Unit 4: Introduction, Why is Art Created Unit 4: Lesson: Religion and Art Unit 4: Lesson: Subject Types This standard is taught through direct instruction by connecting religion and culture to historical timelines Unit 6: Art History Lessons: The Ancient World; The Art of India, China, and Japan; The Art of Africa; The Art of the Americas; Western Art; and 20th Century Art. How the standard (benchmark) is taught:This standard is taught using images and text, the student learns about several cultures, artistic movements, and artistic processes throughout history. In addition, the student learns about other historical and cultural events during those timelines.	103877 103906	Fundamentals of Art Appreciation Unit 4: Assignment: Why is Art Created How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice questions and a discussion. Students will trace and identify how religious studies influenced historical timelines for visual art including subject types, religious artwork, art's influence in culture and factors for creating art. Unit 6 Paper: Art History. How mastery of the standard (benchmark) is assessed: The student will write about a chosen time and culture. The student will need to do a fair amount of research about what was going on historically and culturally. They will cite artists, movements, mediums, and specific works of art from that time. The student will write about a chosen time and culture, citing artists, movements, mediums, and specific works of art from that time. Then they will describe what medium and subjects they would have used in that time period in order to explore different time periods in art history and establish an enriched vocabulary and better understanding of the characteristics and motivating factors behind the art. Also to explore subject and media types and how the eleements and principles are used during the chosen time period, taking into consideration the relationship between art and the culture that produced it with regards to the timeframe and geographical area, choice of chosen period, the prominent

VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.		322841 322902	Fundamentals of Art Appreciation Unit 3: Art Media and Techniques Lessons: Printmaking and Photography; Graphic Design and Computer Art How the standard (benchmark) is taught: Through text and images, the student is taught traditional and digital media and learns how technology has altered opportunities for innovative responses and results Unit 5: Lesson: Aesthetics This standard is taught through direct instruction and examples of artwork techniques and components	103852 103889 103826	Fundamentals of Art Appreciation Unit 3 Test: Art Media and Techniques. How mastery of the standard (benchmark) is assessed: The student will answer several questions pertaining to technology and how it has changed media forms in art , but specifically, there is a question that asks, "how has the computer opened up new possibilities in the world of art?" This standard is assessed using multiple choice, true false and open ended questions over concepts such as medium, photography, sculpture, architecture, ceramics, weaving, painting, printing, computer graphics and graphic design. Students will identify materials, styles and techniques in different types of artwork while reviewing a variety of different media types such as pencil, ink, paint, kinetic art, sculpture and ceramics. The student will also identify works of art made by using the different media types and place each in a historical context regarding the most common use or earliest development. The student will then answer questions concerning different media types, special skills, combining media, media in the world and how the elements and principles of art are incorporated. Unit 5: Paper Art Criticism How mastery of the standard (benchmark) is assessed: This standard will be assesses using a graded writing product with rubric feedback from a teacher, the student will study and evaluate a painting using the four-step approach of art
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.		322915	Fundamentals of Art Appreciation Unit 5: Lesson: Careers in Art How the standard (benchmark) is taught: This standard is taught through direct instruction and provides examples of art careers while discussing qualifications and opportunities.	103893	Fundamentals of Art Appreciation Unit 5: Assignment: Exploring Art How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice, open ended and true false questions asking students to identify the steps used to analyze artwork critiquing process of describing, analyzing, interpreting and judging. This assignment is designed for students to also examine careers in the visual arts profession including aesthetic views of art, perception of artwork and personal preferences, the evaluation of artwork, and identify art specific vocabulary.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.			None		

VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture.		322935 322946 322956 322971 322986 322998 323010 323021	Fundamentals of Art Appreciation Unit 6: Art History Introduction Unit 6: Lesson: Ancient World Unit 6: Lesson: The Art of India Unit 6: Lesson: China and Japan Unit 6: Lesson: The Art of Africa Unit 6: Lesson: The Art of the America's Unit 6: Lesson: Western Art: The Middle Ages Through the Renaissance Unit 6: Lesson: Western Art: The Baroque Through the Nineteenth Century Unit 6: Lesson: Twentieth Century Art How the standard (benchmark) is taught: This standard is taught through direct instruction. Students are given examples of visual culture from around the world and encouraged to investigate how culture effects art	103906	Fundamentals of Art Appreciation Unit 6: Paper: Art History How mastery of the standard (benchmark) is assessed: This standard will be assessed using a graded writing product with rubric feedback from a teacher, the student will cite historical sources to use in an essay on the characteristics and motivation behind why art was created in a historical time periodThe student will write about a chosen time and culture, citing artists, movements, mediums, and specific works of art from that time. Then they will describe what medium and subjects they would have used in that time period in order to explore different time periods in art history and establish an enriched vocabulary and better understanding of the characteristics and motivating factors behind the art. Also to explore subject and media types and how the eleements and principlese are used during the chosen time period, taking into consideration the relationship between art and the culture that produced it with regards to the timeframe and geographical area, choice of chosen period, the prominent artists of the time period; artististic innovations and achievements of the period; relgious influence of the time period; subject and media types utilized in the period and personal choices as to the preference of media, subject and artist influence.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.					
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.					
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.					

VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.		322935 322946 322956 322971 322986 322998 323010 323021	Fundamentals of Art Appreciation Unit 6: Art History Introduction Unit 6: Lesson: Ancient World Unit 6: Lesson: The Art of India Unit 6: Lesson: China and Japan Unit 6: Lesson: The Art of Africa Unit 6: Lesson: The Art of the America's Unit 6: Lesson: Western Art: The Middle Ages Through the Renaissance Unit 6: Lesson: Western Art: The Baroque Through the Nineteenth Century Unit 6: Lesson: Twentieth Century Art How the standard (benchmark) is taught: This standard is taught through direct instruction. Students will analyze connections between cultural art as it relates to history.	103906 103826	Fundamentals of Art Appreciation Unit 6: Paper: Art History How mastery of the standard (benchmark) is assessed: This standard will be assessed using a graded writing product with rubric feedback from a teacher, the student will choose a historical period and write a report on the art media types and elements used during that time. They will also describe the relationship between art and the culture that produced it. The student will write about a chosen time and culture, citing artists, movements, mediums, and specific works of art from that time. Then they will describe what medium and subjects they would have used in that time period in order to explore different time periods in art history and establish an enriched vocabulary and better understanding of the characteristics and motivating factors behind the art. Also to explore subject and media types and how the eleements and principlese are used during the chosen time period, taking into consideration the relationship between art and the culture that produced it with regards to the timeframe and geographical area, choice of chosen period, the prominent artists of the time period; artististic innovations and achievements of the period; relgious influence of the time period; subject and media types utilized in the period and personal choices as to the preference of media, subject and artist influence. Fundamentals of Art Appreciation Midterm Exam This standard is assessed using multiple choice, true false and
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.		322946 322956 322971 322986 322998 323010 323021	Fundamentals of Art Appreciation Appreciation Unit 6: Art History Lessons: The Ancient World; The Art of India, China, and Japan; The Art of Africa; The Art of the Americas; Western Art; and 20th Century Art. How the standard (benchmark) is taught: Using images and text, the student learns about the significance of major artists, architects, or masterworks to understand their historical influences.	103941 103915	Fundamentals of Art Appreciation Unit 6 Paper: Art History. How mastery of the standard (benchmark) is assessed: The student will write about a chosen time and culture, citing major artists and/or architects, and masterworks to understand the historical influences from that time. This will give a clear understanding of the significance placed on those artists and masterworks to understand their historical influences including writing about a chosen time and culture, citing artists, movements, mediums, and specific works of art from that time. Then they will describe what medium and subjects they would have used in that time period in order to explore different time periods in art history and establish an enriched vocabulary and better understanding of the characteristics and motivating factors behind the art. Also to explore subject and media types and how the eleements and principlese are used during the chosen time period, taking into consideration the relationship between art and the culture that produced it with regards to the timeframe and geographical area, choice of chosen period, the prominent artists of the time period; artististic innovations and achievements of the period; relgious influence of the time period; subject and media types utilized in the period and personal choices as to the preference of media, subject and artist influence.. Unit 6: Assignment: Western Art and Art of the Twentieth.

VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art.		322867 322873	Fundamentals of Art Appreciation Unit 4:Lesson:Religion and Art Unit 4:Lesson: Other Motivating Factors How the standard (benchmark) is taught:This standard will be assessed using direct instruction and digital examples of art and its impact on historical events in certain cultures	103874	Fundamentals of Art Appreciation Unit 5: Test: Why is Art Created How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions covering the process of describing, analyzing, interpreting and judging. This test also covers the careers in the visual arts profession including aesthetic views of art, perception of artwork and personal preferences, the evaluation of artwork, and identify art specific vocabulary.
Domain: English Language Arts						
LACC.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	322894 322902 322909	Fundamentals of Art Appreciation Unit 5: Exploring Art Introduction Unit 5: Lesson Aesthetics Unit 5: Lesson Art Criticism How the standard (benchmark) is taught: This standard is taught by direct instruction. Students will be presented with art domain specific vocabulary words and examples of paintings to compare, describe and analyze artwork.	103889 103893	Fundamentals of Art Appreciation Unit 5: Paper: Art Criticism How mastery of the standard (benchmark) is assessed: This standard will be assessed using a graded writing product with rubric feedback from a teacher, the student will study and evaluate a painting using the four-step approach of art criticism and will use appropriate domain specific vocabulary in their evaluation.The student will use the four step critiquing process of describing, analyzing, interpreting and judging in order to analyze how content and ideas are used in The Ambassadors, by Hans Holbein. The student is to review the aaesthetics and art criticism lessons to reinforce their comprehension of aesthetics and the process of art criticism. The student will study the painting and take notes as they progress through each of the four steps of art criticism and will answer questions including whether the artwork is objective or non-objective; will describe the painting to determine the subject and identify what objects are included; will analyze the painting to consider how the artist uses the elements and principles of art; will interpret the painting to be able to consider what ideas, moods, and/or feelings are evoked by the painting; to judge whether the work is aesthetically pleasing; determine whether or not the artwork is successful; to point out unusual or interesting points about the artwork and to vgive an overall impression of the artwork in a critical essay. The student can compare it to an art
LACC.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		Fundamentals of Art Appreciation Unit 5: Discussion: Art Careers Instructions How the standard (benchmark) is taught: This lesson provides instructions for participating in a class discussion about art careers.	New	Fundamentals of Art Appreciation Unit 5: Discussion: Art Careers How mastery of the standard (benchmark) is assessed: Students will be assessed in a class discussion thread. They will talk about which art career they might pursure and respond to other members of the class. This discussion will be monitored by a teacher. The student is able to view others comments and reply and add information to the discussion.

		c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.				
		d. Respond				
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		322867 322873	Fundamentals of Art History Unit 4:Lesson:Religion and Art Unit 4:Lesson: Other Motivating Factors How the standard (benchmark) is taught:This standard is taught using direct instruction and digital examples of art and its impact on historical events in certain cultures	103873 103889 103915	Fundamentals of Art Appreciation Unit 4: Paper Religion's Influence on Art How mastery of the standard (benchmark) is assessed: This standard will be assessed using a graded writing product with rubric feedback from a teacher. The student will write a paper about how religion has influenced art historically and trace the influence of religion on the production of art throughout history in different cultures. This paper should also describe how religion has influenced art historically and trace the influence of religion on the production of art throughout history and in different cultures. The student should also include the terms iconic, aniconic, and iconoclastic and identify the religious structures associated with each faith while also describing how religions used each type of art and may include Christianity, Buddhism, Islam, Judaism and Hinduism. Unit 5: Paper: Art Criticism How mastery of the standard (benchmark) is assessed:This standard will be assessed using a graded writing product with rubric feedback from a teacher. The student will study a painting and evaluate it using the four-step approach of art criticism. Their responses will include descriptive terms regarding aesthetics The student will use the four step critiquing process of describing, analyzing, interpreting and judging in order to analyze how content and ideas are used in The Ambassadors, by Hans Holbein. The student is to review

LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		322863 322867 322873 322894 322902 322909	Fundamentals of Art Appreciation Unit 4: Introduction, Why is Art Created Unit 4: Lesson: Religion and Art Unit 4: Lesson: Subject Types This standard is taught through direct instruction by connecting religion and culture to historical timelines Unit 5: Exploring Art Introduction Unit 5: Lesson Aesthetics Unit 5: Lesson Art Criticism How the standard (benchmark) is taught: This standard is taught by direct instruction. Students will be presented with art domain specific vocabulary words and examples of paintings to compare, describe and analyze artwork.	103873 103889 103915	Fundamentals of Art Appreciation Unit 4: Paper Religion's Influence on Art How mastery of the standard (benchmark) is assessed:This standard will be assessed using a graded writing product with rubric feedback from a teacher. The student will write a paper about how religion has influenced art historically and trace the influence of religion on the production of art throughout history in different cultures. This paper should also describe how religion has influenced art historically and trace the influence of religion on the production of art throughout history and in different cultures. The student should also include the terms iconic, aniconic, and iconoclastic and identify the religious structures associated with each faith while also describing how religions used each type of art and may include Christianity, Buddhism, Islam, Judaism and Hinduism. Unit 5: Paper: Art Criticism How mastery of the standard (benchmark) is assessed:This standard will be assessed using a graded writing product with rubric feedback from a teacher. The student will study a painting and evaluate it using the four-step approach of art criticism. Their responses will include descriptive terms regarding aesthetics The student will use the four step critiquing process of describing, analyzing, interpreting and judging in order to analyze how content and ideas are used in The Ambassadors, by Hans Holbein. The student is to review

Documentation of Alignment

Advanced Academics [Physical Education 1A and Physical Education 1B], Course ID 2733 & 2735

October 2012

Standard ID	Standard	Alignment Citation	
		Content	Assessment
		Unit & Lesson Name	Assessment Name
Domain:			
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.	**Physical Education 1A** Unit 3: Lesson: Mental Health Benefits of Fitness Unit 3: Lesson Social Benefits of Fitness Where the standard (benchmark) is taught: This lesson discusses the reasons that physical fitness can be extremely beneficial for mental health and social health and how it can teach accountability.	**Physical Education 1A** Unit 3: Overwiew of Health and Fitness How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will take a multiple choice and true false test and identify ways that one can benefit socially and menatally form exercise.
HE.912.B.4.4:	Formulate an effective long-term personal health plan.	**Physical Education 1A** Unit 1:Fitness Pretest Where the standard (benchmark) is taught: This lesson is taught using a multimedia presentation. Students will watch the presentation and be given instructions for performing the exercises on the pretest Unit 1: Lesson: Developing a Fitness Plan This lesson is taught using a multimedia presentation. Students will watch the presentation which includes instructions for completing the fitness pretest. Unit 1: Exercise and Safety Concerns This lesson provides direct instruction on exercise safety concerns. Unit 1: Lesson: Exercise and Safety Concerns This lesson provides direct instruction on guidelines for performing exercises using proper form Unit 1: Lesson: Warming Up and Cooling Down This lesson uses a multimedia presentation to provide instruction on the proper techniques for warming up and cooling down Unit 1: Lesson: Fitness Pretest This lesson is taught using a multimedia presentation. Students will watch the presentation and be given instructions for performing the exercises on the pretest Unit 1: Lesson: Spectrum of Exercise This lesson provides direct instruction on how your body performs during exercise. Unit 1: Lesson: Developing a Fitness Plan This lesson is taught using a multimedia presentation. Students will watch the presentation and review their fitness pretest results. Unit 1: Lesson: Fitness Plan Assignment Instructions This lesson provides direct instruction on how to critically assess the fitness pretest results and how to complete the fitness plan assignment	**Physical Education 1A** Unit 1: Fitness Plan Assignment How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will complete a fitness pretest and critically assess their fitness pretest results. After reviewing their results, they will create a fitness plan and set short term and long term goals. **Physical Education 1A Midterm Exam** How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will take a multiple choice and true false test and answer questions about creating a fitness plan and setting goals. **Physical Education 1A** Unit 1: Assignment: Developing a Fitness Plan How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will complete a fitness pretest and critically assess their results. After reviewing their results, they will create a fitness plan to set short term and long term goals.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status.	**Physical Education 1A** Unit 3: Lesson: Being Physically Fit Where the standard (benchmark) is taught: This lesson uses direct instruction to provide information of what being in good physical condition means and how it can affect your future.	**Physical Education 1A** Unit 3: Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will take a multiple choice and true false test to identify how to make healthy lifestyle choices.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors.	**Physical Education 1A** Unit 3: Lesson: Social Benefits of Fitness Where the standard (benchmark) is taught: This lesson uses direct instruction to provide examples of positive and negative peer pressure as it relates to making healthy decisions.	**Physical Education 1A** Unit 3: Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will identify the social benfits of fitness
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.	**Physical Education 1A** Unit 4: Fitness Resources Where the standard (benchmark) is taught: This lesson uses direct instruction and presents information in a multimedia format. Students are shown where to find recreational resources in the community and on the Internet. They will also learn how their community can support a healthy lifestyle	**Physical Education 1A** Unit 4: Fitness in the Community Test How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will identify community based recreational facilities and Internet resources to support healthy lifestyles

HE.912.C.1.5:	Propose strategies to reduce or prevent injuries and health problems.	**Physical Education 1A** Unit 2: Lesson: Proper Exercise Technique Where the standard (benchmark) is taught: This lesson provides direct instruction on exercise safety concerns and how to use proper form when exercising	**Physical Education 1A** Unit 2: Safety in Exercise Test How mastery of the standard (benchmark) is assessed: In a graded formative assessment, students will identify the proper form for performing exercises to help prevent injuries **Physical Education 1A Midterm Exam** This standard is assessed using multiple choice and true false questions related to safety in exercise
HE.912.C.2.5:	Evaluate the effect of media on personal and family health.		
HE.912.P.1.2:	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.	**Physical Education 1A** Where the standard (benchmark) is taught: Unit 1: Lesson: Fitness Log 1 Instructions Unit 1: Lesson: Fitness Log 2 Instructions Unit 1: Lesson: Fitness Log 3 Instructions Unit 2: Lesson: Fitness Log 4 Instructions Unit 2: Lesson: Fitness Log 5 Instructions Unit 2: Lesson: Fitness Log 6 Instructions Unit 3: Lesson: Fitness Log 7 Instructions Unit 3: Lesson: Fitness Log 8 Instructions Unit 3: Lesson: Fitness Log 9 Instructions Unit 4: Lesson: Fitness Log 10 Instructions Unit 4: Lesson: Fitness Log 11 Instructions Unit 4: Lesson: Fitness Log 12 Instructions These lessons provide direct instruction for completing weekly fitness logs to record cardio, flexibility and strength training exercises Unit 3: Lesson: Being Physically Fit This lesson provides a multimedia presentation on what it means to be physically fit by introducing students to guidelines for the intensity and duration of exercise and the benefits of aerobics and strength training	**Physical Education 1A** Unit 1: Fitness Log 1 Unit 1: Fitness Log 2 Unit 1: Fitness Log 3 Unit 2: Fitness Log 4 Unit 2: Fitness Log 5 Unit 2: Fitness Log 6 Unit 3: Fitness Log 7 Unit 3: Fitness Log 8 Unit 3: Fitness Log 9 Unit 4: Fitness Log 10 Unit 4: Fitness Log 11 Unit 4: Fitness Log 12 How will this standard be measured: To assess this standard, students will complete a written fitness logs that provide details about their weekly exercise requirements for aerobic exercise, stretching and strength training. The completed logs will sent to a teacher for grading
HE.912.P.1.3:	Critique a variety of behaviors that avoid or reduce health risks.	**Physical Education 1A** Unit 2: Lesson: Exercise and Safety Concerns Where the standard (benchmark) is taught: This lesson provides instructions for completing a discussion assignment about reducing health risks by following safety guidelines for driving.	**Physical Education 1A** Unit 2: Exercise and Safety Concerns Test How mastery of the standard (benchmark) is assessed: In a graded, formative assessment, students will answer multiple choice and true false questions to identify proper exercise techniques, the effects of weather on exercise and how to recover from exercise
PE.912.C.1.15:	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.	**Physical Education 1A** Unit 1: Developing Your Fitness Plan Presentation **Physical Education 1B** Unit 1: Developing Your Fitness Plan Presentation Where the standard (benchmark) is taught: These lessons present information in a multimedia presentation to provide direct instruction for calculating a target heart rate before, during and after exercise	**Physical Education 1A** Unit 1: Fitness Plan Test How mastery of the standard (benchmark) is assessed: In a graded, formative assessment, students will answer multiple choice and true false questions about the proper procedures for finding a target heart rate. **Physical Education 1B** Unit 1: Fitness Plan Assignment This standard is assessed by multiple choice and true false questions. Students will identify the correct procedures for finding a target heart rate
PE.912.C.1.16:	Explain the methods of monitoring levels of intensity during aerobic activity.	**Physical Education 1A** Unit 3: Lesson: Being Physically Fit Presentation Where the standard (benchmark) is taught: This lesson uses direct instruction presented in a multimedia format to explain how to monitor activity levels during aerobic exercise	**Physical Education 1A** Unit 3: Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: In a graded, formative assessment, students will answer multiple choice and true false questions to identify ways of gauging intensity during aerobic exercise, make selections based on exercise scenarios, and identify guidelines for monitoring physical activity
PE.912.C.1.17:	Assess physiological effects of exercise during and after physical activity.	**Physical Education 1A** Unit 3: Lesson: Being Physically Fit Presentation Where the standard (benchmark) is taught: This lesson uses direct instruction presented in a multimedia format to explain how to monitor activity levels during aerobic exercise.	**Physical Education 1A** Unit 3: Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: In a graded, formative assessment, students will answer multiple choice and true false questions about gauging intensity during aerobic exercise, make selections based on exercise scenarios, and identify guidelines for monitoring the physiological effects of exercise

PE.912.C.1.18:	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.	**Physical Education 1A** Unit 2: Persuasive Letter Instructions: Purchasing Exercise Equipment How the standard (benchmark) is taught: This lesson provides instructions for writing a persuasive letter recommending the purchase of a specific type of exercise equipment.	**Physical Education 1A** Unit 2: Paper: Persuasive Letter-Exercise Equipment How mastery of the standard (benchmark) is assessed: This standard will be assessed using a graded writing product with rubric feedback from a teacher. Students will research primary and secondary media sources to answer specific questions to prepare an argument about why their school should purchase a specific type of exercise equipment.
PE.912.C.1.22:	Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.	**Physical Education 1A** Unit 3: Lesson: Being Physically Fit Presentation This lesson uses direct instruction presented in a multimedia format to explain how to monitor activity levels during aerobic exercise	**Physical Education 1A** Unit 3: Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions. Students will identify ways of gauging intensity during aerobic exercise, make selections based on exercise scenarios, and identify guidelines for monitoring the physiological effects of exercise
PE.912.C.1.23:	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment Instructions Where the standard (benchmark) is taught: This lesson provides direct instruction for retaking the fitness pretest again and completing the fitness plan assignment, completing the fitness plan assignment, researching technology resources on the Internet and using online tools to design a program.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment How mastery of the standard (benchmark) is assessed: This standard is assessed through a written paper. Students will retake the fitness pretest, record changes to their scores, modify the plan based on the scores and submit the paper for grading.
PE.912.L.1.1:	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.	can change fitness logs to 5 days a week but that is a lot of editing for all of the logs in 1A	
PE.912.L.2.1:	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment Instructions Where the standard (benchmark) is taught: This lesson provides direct instruction for retaking the fitness pretest and completing the fitness plan assignment	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment How mastery of the standard (benchmark) is assessed: This standard is assessed through a written paper. Students will retake the fitness pretest, record changes to their scores, modify the plan based on the scores and submit the paper for grading.
PE.912.L.1.2:	Participate in a variety of activities that promote cardio respiratory fitness, muscular strength and endurance, flexibility, and body composition.	**Physical Education 1A** Where the standard (benchmark) is taught: Unit 1: Lesson: Fitness Log 1 Instructions Unit 1: Lesson: Fitness Log 2 Instructions Unit 1: Lesson: Fitness Log 3 Instructions Unit 2: Lesson: Fitness Log 4 Instructions Unit 2: Lesson: Fitness Log 5 Instructions Unit 2: Lesson: Fitness Log 6 Instructions Unit 3: Lesson: Fitness Log 7 Instructions Unit 3: Lesson: Fitness Log 8: Instructions Unit 3: Lesson: Fitness Log 9: Instructions Unit 4: Lesson: Fitness Log 10 Instructions Unit 4: Lesson: Fitness Log 11 Instructions Unit 4: Lesson: Fitness Log 12 Instructions These lessons provide direct instruction for completing weekly fitness logs for each unit. Students are provided instructions for completing a fitness log which includes, aerobic exercise, strength training and flexibility exercises	**Physical Education 1A** Unit 1: Fitness Log 1 Unit 1: Fitness Log 2 Unit 1: Fitness Log 3 Unit 2: Fitness Log 4 Unit 2: Fitness Log 5 Unit 2: Fitness Log 6 Unit 3: Fitness Log 7 Unit 3: Fitness Log 8 Unit 3: Fitness Log 9 Unit 4: Fitness Log 10 Unit 4: Fitness Log 11 Unit 4: Fitness Log 12 How mastery of the standard (benchmark) is assessed: To assess this standard, students will complete a written fitness logs that provide details about their weekly exercise requirements for aerobic exercise, stretching and strength training. The completed logs will sent to a teacher for grading
PE.912.L.2.2:	Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.	**Physical Education 1A** Unit 1:Fitness Pretest Where the standard (benchmark) is taught: This lesson is taught using a multimedia presentation. Students will watch the presentation and be given instructions for performing the exercises on the pretest Unit 1: Lesson: Developing a Fitness Plan This lesson is taught using a multimedia presentation. Students will watch the presentation and review their fitness pretest results. Unit 1: Exercise and Safety Concerns This lesson provides direct instruction on exercise safety concerns. Unit 1: Lesson: Exercise and Safety Concerns This lesson provides direct instruction on guidelines for performing exercises using proper form Unit 1: Lesson: Warming Up and Cooling Down This lesson uses a multimedia presentation to provide instruction on the proper techniques for warming up and cooling down Unit 1: Lesson: Fitness Pretest This lesson is taught using a multimedia presentation. Students will watch the presentation and be given instructions for performing the exercises on the pretest Unit 1: Lesson: Spectrum of Exercise This lesson provides direct instruction on how your body performs during exercise. Unit 1: Lesson: Developing a Fitness Plan This lesson is taught using a multimedia presentation. Students will watch the presentation and review their fitness pretest results. Unit 1: Lesson: Fitness Plan Assignment Instructions This lesson provides direct instruction on how to critically assess the fitness pretest results and how to complete the fitness plan assignment	**Physical Education 1A** Unit 1: Fitness Plan Assignment How mastery of the standard (benchmark) is assessed: Students will complete a fitness pretest and critically assess their results. After reviewing their results, they will create a fitness plan to evaluate their result and set short term and long term goals. Their log will be submitted to their teacher for grading Physical Education 1A Midterm Exam Students are assessed through a formative assessment with multiple choice and true false questions.

PE.912.L.1.3:	Participate in a variety of activities that promote effective stress management.	**Physical Education 1A** Unit 3:Mental Health Benefits of Fitness	**Physical Education 1A** All Fitness Logs Students will complete aerobic, stretching and strength training each week to relieve stress. The written logs will be submitted to a teacher for grading
PE.912.L.2.3:	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment Instructions Where the standard (benchmark) is taught: This lesson provides direct instruction for retaking the fitness pretest again and completing the fitness plan assignment, researching technology resources on the Internet and using online tools to design a program.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment How mastery of the standard (benchmark) is assessed: This standard is assessed through a written paper. Students will retake the fitness pretest, record changes to their scores, modify the plan based on the scores and submit the paper for grading.
PE.912.L.2.4:	Apply the principles of training and conditioning in accordance with personal goals.	**Physical Education 1A** Unit 1: Lesson: Fitness Plan Assignment Instructions Unit 1: Lesson: Developing a Fitness Plan Where the standard (benchmark) is taught: These lessons are taught using a multimedia presentation. Students will watch the presentation and be given instructions for performing the exercises on the pretest and learn about the guidelines for setting personal goals for their fitness plan.	**Physical Education 1A** Unit 1: Fitness Plan Assignment How mastery of the standard (benchmark) is assessed: Students will complete a fitness pretest and critically assess their results. After reviewing their results, they will create a fitness plan to evaluate their result and set short term and long term goals. Physical Education 1A Midterm Exam This standard is assessed using multiple choice and true false questions. Students will answer questions about how to develop a fitness plan. Physical Education 1B Same as 1A
PE.912.L.2.5:	Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.	**Physical Education 1A** Unit 3: Revaluation of Progress Assignment Instructions Where the standard (benchmark) is taught: This lesson provides direct instruction for retaking the fitness pretest again and completing the fitness plan assignment	**Physical Education 1A** How mastery of the standard (benchmark) is assessed: This standard is assessed by a written assignment. Students will retake the fitness pre-test, reevaluate their strengths and weaknesses and adapt their fitness plan based on the results. They will submit their paper to a teacher for a grade
PE.912.L.1.6:	Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.	**Physical Education 1A** Unit 2: Introduction: Safety in Exercise Unit 2: Lesson: Proper Exercise Technique Where the standard (benchmark) is taught: These lessons provide direct instruction on guidelines for performing exercises using proper form	**Physical Education 1A** Unit 2: Safety in Exercise Test Physical Education 1A Midterm Exam How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions related to safety in exercise
PE.912.L.2.6:	Analyze health-related problems associated with inadequate levels of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.	**Physical Education 1A** Unit 3: Lesson: Being Physically Fit Where the standard (benchmark) is taught: This lesson uses a multimedia presentation to provide an overview of what it means to be physically fit.	**Physical Education 1A** Unit 3: Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions. Students will analyze health scenarios to identify potential health related problems
PE.912.L.2.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.	**Physical Education 1A** Unit 2: Revaluation of Progress Assignment Instructions Where the standard (benchmark) is taught: This lesson provides direct instruction for retaking the fitness pretest again and completing the fitness plan assignment	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment How mastery of the standard (benchmark) is assessed: This standard is assessed through a written paper. Students will retake the fitness pretest, record changes to their scores, modify the plan based on the scores and submit the paper for grading.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.	**Physical Education 1A** Unit 2: Lesson: Reevaluation of Progress instructions Where the standard (benchmark) is taught: This lesson uses direct instruction to teach students how to re-evaluate their fitness progress by retaking the fitness test and setting goals for a fitness program	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment How mastery of the standard (benchmark) is assessed: This standard is assessed by a written assignment. Students will retake the fitness pre-test, reevaluate their strengths and weaknesses and adapt their fitness plan based on the results. They will submit the paper to a teacher for grading
PE.912.M.1.12:	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.	**Physical Education 1A** Unit 2: Lesson: Proper Exercise Technique Presentation Where the standard (benchmark) is taught: This lesson provides direct instruction on guidelines for performing exercises using proper form	**Physical Education 1A** Unit 2: Safety in Exercise Test Physical Education 1A Midterm Exam How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions related to safety in exercise

PE.912.M.1.13:	Perform a student designed cardio respiratory enhancing workout.	**Physical Education 1A** Units 1-3 Fitness Log Instructions Where the standard (benchmark) is taught: These lessons use direct instruction to provide guidelines for completing weekly fitness logs that include cardio exercise, strength training and flexibility exercises	**Physical Education 1A** Units 1-3 Fitness Log Assignments How mastery of the standard (benchmark) is assessed: This standard is assessed using written assignments for weekly fitness logs. Students will complete their exercises and then submit the completed logs to their teacher for grading
PE.912.M.1.14:	Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment Instructions Where the standard (benchmark) is taught: This lesson provides direct instruction for retaking the fitness pretest again and completing the fitness plan assignment, researching technology resources on the Internet and using online tools to design a program.	**Physical Education 1A** Unit 2: Reevaluation of Progress Assignment How mastery of the standard (benchmark) is assessed: This standard is assessed through a written paper. Students will retake the fitness pretest, record changes to their scores, modify the plan based on the scores and submit the paper for grading.
PE.912.M.1.15:	Select and apply sports/activity specific warm-up and cool-down techniques.	**Physical Education 1A** Unit 3: Lesson: Recovering from Exercise	**Physical Education 1A** Unit 3 Overview of Health and Fitness Test How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions. Students will choose the appropriate warm up and cool down procedures from a group of questions
PE.912.M.1.19:	Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.	**Physical Education 1A** Unit 1: Exercise and Safety Concerns Where the standard (benchmark) is taught: This lesson uses direct instruction to demonstrate how to perform exercises safely in the proper form	**Physical Education 1A** Unit 2: Safety in Exercise Test
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.		
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.	**Physical Education 1A** Unit 1: Exercise and Safety Concerns Where the standard (benchmark) is taught: This lesson provides direct instruction on guidelines for performing exercises using proper form	**Physical Education 1A** Unit 2: Safety in Exercise Test
PE.912.R.2.1:	Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	**Physical Education 1A** Unit 4: Introduction: Fitness in the Community Unit 4: Lesson: Fitness Resources Unit 4: Lesson: Fitness Careers Where the standard (benchmark) is taught: These lessons teach students using direct instruction to show examples of how students can locate community resources and find information about fitness careers	**Physical Education 1A** Unit 4: Fitness in the Community Test How mastery of the standard (benchmark) is assessed: This standard is assessed using multiple choice and true false questions. Students will identify community resources that have after school activities and answer questions about fitness careers
PE.912.R.1.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.		
PE.912.R.2.2:	Discuss physical activities from which benefits can be derived.	Physical Education 1A Unit 3: Lesson: Physical Benefits of Fitness Where the standard (benchmark) is taught: This lesson uses direct instruction and examples to show students about the benefits of plyometrics, gymnastics, balance and coordination	Physical Education 1A Unit 3: Overall of Health and Fitness Test How mastery of the standard (benchmark) is assessed: This standard is assessed using a formative multiple choice and true false assessment. Students will identify the benefits of plyometirc exercise
PE.912.R.1.3:	Demonstrate responsible behaviors during physical activities.	**Physical Education 1A** Unit 2: Exercise and Safety Concerns Where the standard (benchmark) is taught; This lesson provides awareness during activty and how to properly use equipment.	**Physical Education 1A** Unit 2:Exercise and Safety Concerns Test How mastery of the standard (benchmark) is assessed: This standard is assessed through a formative assessment.
PE.912.R.2.3:	Explore the role of games, sports, and/or physical activities in other cultures.	**Physical Education 1A** **Unit 3: Lesson: Physical Benefits of Fitness** Where the standard (benchmark) is taught: This lesson uses direct instruction and examples to show students about the benefits of plyometrics, gymnastics, balance and coordination	**Physical Education 1A** Unit 3: Overall of Health and Fitness Test How mastery of the standard (benchmark) is assessed: This standard is assessed using a formative multiple choice and true false assessment. Students will identify the benefits of plyometirc exercise

PE.912.R.1.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	**Physical Education 1A** Unit 1: Exercise and Safety Concerns Where the standard (benchmark) is taught: This lesson provides direct instruction on guidelines for performing exercises using proper form to prevent injuries and how to warm up and cool down.	**Physical Education 1A** Unit 2: Safety in Exercise Test How mastery of the standard (benchmark) is assessed: **Physical Education 1B**
MACC.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.		
MACC.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).		
LACC.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.		
LACC.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.		
LACC.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content* , choosing flexibly from a range of strategies.		
	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).		
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.		
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
LACC.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
LACC.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
LACC.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		

Board Member Security Affidavits