



ARKANSAS DEPARTMENT OF EDUCATION -
CHARTER SCHOOL APPLICATION
Arkansas Department of Education



Organization Information

Organization Name

Arkansas Virtual Tech Academy - Previously submitted as Arkansas Virtual School

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Unit/Suite

Zip Code

72117

City

North little rock

State

Arkansas



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1. Applicant Profile Information

Q1.

Name of applicant

Supporters of High Quality Online Education in Arkansas, Inc.

Q2.

Contact person

1. Full Name

2. Title/Relationship to Charter

3. Mailing Address

4. Primary Phone

5. Primary Contact Email

Bernadette Ortiz-Brewster, Ph.D.

Educational Consultant

942 N Woods Rd

Rogersville, MO 65742

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Applicant Comments :

Submitting on behalf of the Arkansas Virtual Tech Academy, Supporters of High Quality Online Education in Arkansas, Inc.

Q3.

Please list the names and roles of all persons in the applicant group, i.e., anyone with a role in drafting the substantive content of this application and is expected to have a significant role with the school, including any consultants or employees of an education service provider or management organization.



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Include the following information for each person listed:

- 1. Full Name**
- 2. Current Role with Proposed School**
- 3. Future Role with Proposed School**



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Name	Current Role	Future Role
Mikasha White Hawk	Founding Board President	Board President
Lisa A. Trotter	Founding Board Secretary	Board Secretary
Czenthia C.T. Grant	Founding Board Treasurer	Board Treasurer
John Locke Adair	Founding Board Member	Board Member
Stellar Virtual Personnel		
Dori Fenenbock	Chief Executive Officer	Chief Executive Officer
Juan Cabrera	President	President
Lisa Collins	Vice President of Academics	Vice President of Academics
Joshua Solomon	Vice President of Growth	Vice President of Growth
Mike DePalma	Chief Marketing & Technology Officer	Chief Marketing & Technology OfficerP
Pollyanna David	Senior Director of Growth & Academics	Senior Director of Growth & Academics
Consultant		
Bernadette Ortiz-Brewster, Ph.D.	Educational Consultant	Educational Consultant

Q4.

Projected Date of School Opening (Month/Year)



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The Projected Date of School Opening is August 11, 2026.

Applicant Evidence :


2026-27 Arkansas Aca...

Uploaded on **6/11/2025**
by **Bernadette Ortiz-**
Brewster

Q5.

Type of Charter

- ☒ Open Enrollment
- ☐ Open Enrollment - CMO

Q6.

Educational Model If your Educational Model is not listed, please use the comment section to write in your response and provide a brief explanation of the model and why you selected that model.

- ☐ Classical
- ☐ Traditional
- ☒ Virtual
- ☐ Career/CTE
- ☐ Hybrid Learning
- ☐ Performing Arts
- ☐ Special Populations
- ☐ Other. Please explain in the comment section:



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2. Executive Summary

Q7. A.1 Vision and Mission State the charter school's mission and vision for the proposed school. Provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The mission and vision narrative should address how the school will help to provide high-quality education to Arkansas students.



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Our **vision** is to create an inclusive and dynamic academy that empowers families to advocate for and guide their students throughout their academic pursuits. Our goal is to build a thriving community where students and families experience the full realization of each student's potential by providing access to an educational experience that prepares them for *success in the workforce, their communities, and their families*, regardless of the challenges they may face, including language barriers or other obstacles.

As a leader in online education, we are committed to providing equitable access to a high-quality educational experience. We foster a culture where every learner feels valued, supported, and seen. When our students graduate from high school, they leave with a lasting commitment to making a positive impact in all facets of their lives and communities.

Our **mission** is to provide a comprehensive and personalized online education program that meets the diverse needs of our students and their families. We are dedicated to *delivering high-quality instruction through innovative technology and engaging learning experiences*. By fostering a supportive community of educators, students, and families, we aim to inspire academic excellence, social responsibility, and personal growth, ultimately unleashing the potential of every student we serve, regardless of the adversity they face.

National research indicates that several existing virtual schools struggle with academic outcomes and engagement, particularly for students from historically underserved populations, yet they continue to gain popularity. According to the University of Arkansas, the state ranks 49th nationally in math and 43rd in reading. Through comprehensive wraparound student support, equitable access to learning, high-quality and innovative curricula, and data-driven instruction that enables targeted intervention, our school is well-positioned to help improve Arkansas's academic performance while modeling a more effective, inclusive, and innovative online learning environment. ¹

Over the past few years, Arkansas' two statewide schools have demonstrated consistent year-over-year growth, more than 10% per year. The increase in enrollment caps reflects the growing demand for virtual learning environments in the K-12 sector. Unfortunately, demand has not kept pace with programmatic evolution. Some states, such as Georgia, have introduced equity-focused models, but Arkansas' virtual school options have remained essentially unchanged. Families in Arkansas deserve more options that reflect the state's demographic or geographic diversity. A model that is focused on truly expanding equitable access is one of our most important priorities.

¹ Office for Education Policy. (n.d.). National Comparisons. University of Arkansas. <https://oep.uark.edu/data/national-comparisons/>

Q8. A.2 Vision and Mission Arkansas intends to be a national leader in education. To that end, provide an overview of the proposed school's education program, including major



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instructional methods. Explain why this school model will impact student outcomes for the targeted population.



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Education Program

Arkansas Virtual Tech Academy (AVTA) incorporates an innovative asynchronous learning model with optional live instructional support designed to foster critical thinking, problem-solving, and leadership skills in students through a student-focused approach. Our philosophy emphasizes an authentic, mastery-based approach in which students engage in real-world projects and internships that connect classroom knowledge to their present lives and future aspirations. Organized into small, collaborative classrooms, our model accommodates students from grades K-12, with a focus on personalized learning. Each student's personalized learning plan is tailored to their interests, with various career pathways designed to give students a strong start when they enter college or the workforce.

Central to our approach to teaching and learning is a commitment to active, student-centered learning. Teachers utilize evidence-based strategies, including hands-on projects, personalized instruction, and interactive digital resources, to engage students deeply in the learning process while ensuring all learners have the support they need to achieve their goals. The teachers choose strategies supporting diverse learning styles to help students reach their full potential. The teachers are skilled in using multiple assessment forms to measure progress, inform instruction, promote reflective learning, and assist students in goal setting. As a result, students are empowered to make informed decisions to support academic growth and personal development.

Our teachers foster classrooms based on high expectations, shared responsibility, and rooted in leadership. Teachers are instructional leaders and community builders who partner with families, colleagues, colleges, and local businesses to expand learning beyond the classroom. These partnerships strengthen academic and personal development.

The students will have access to an extensive selection of Bright Thinker courses, as well as an embedded college and career planning tool. Students can tailor their college and career pathways by incorporating early college credit, career, and credit recovery courses. The curriculum stands out due to the individualized, self-instructional, and mastery-based approach. Units allow students to engage with subject material according to their learning abilities, rather than being pushed forward or held back by their abilities or age. Students may advance in some subject areas and proceed more slowly in others. Students progress forward once they have demonstrated mastery.

With a track record of improved student outcomes and strong testimonials from families, the innovative asynchronous learning school model is committed to shaping the leaders of tomorrow by meeting their diverse needs today. Our vision is to transform education forever by continuously evolving and adapting to meet the ever-changing demographics of our communities, with a focus on the unique needs of our students. Our mission is to be the choice for families, to meet students where they are, discover what is possible despite adversity, and turn potential into reality.



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The AVTA model is distinct from other schools in the state because it will be the first K-12 virtual school to incorporate high-quality Bright Thinker courses through the Agilix Learning Management System (LMS). The Buzz technology-based LMS allows for an easy-to-use platform for all stakeholders. The logical and consistent format, easy-to-use navigation tools, safe internal email system integration, and various tools that maximize accessibility are impressive and increase community stakeholders' overall experience. The Arkansas Virtual Tech Academy's learning environment will enable users to efficiently and effectively navigate the platform from day one, while providing the support parents and students may need during the acclimation process to a new school.

In addition to the well-developed LMS, the school's students will have access to an extensive selection of Bright Thinker courses and an embedded college and career planning tool. These courses will help students explore and prepare for post-secondary education and careers. Students can tailor their college and career pathways by incorporating early college credit, career, and credit recovery courses.

Instructional Design Methods

The teachers use a variety of teaching methodologies designed to engage students and enhance their learning experiences in an online environment. The curriculum stands out due to the individualized, self-instructional, and mastery-based approach. Units allow students to engage with subject material according to their learning abilities with minimal assistance, rather than being pushed forward or held back by their abilities or age. Students may advance in some subject areas and proceed more slowly in others. Overall, students progress forward once they have demonstrated mastery of a subject.

Each course is divided into approximately five units per semester, which consist of bite-sized worktexts. Each unit has an objectives list so that students know what they will be learning, and it also tracks their progress. Throughout each unit, introducing new vocabulary is controlled so that every new vocabulary word is used with the student first learning the meaning and pronunciation. These words are then repeated throughout the lesson to ensure mastery in a content-based format. The bite-sized learning activities, projects, and labs are incorporated into the lessons and spiral throughout the curriculum, resulting in deeper learning. Assessments, character education stories, and examples are strategically placed throughout the units to ensure students master concepts before being introduced to new ones. The units culminate with a practice test that the teacher analyzes. The teacher will unlock the unit exam once there is evidence of academic understanding and mastery of the unit's skills. This personalization provides students with guided pacing, which research has shown is essential for mastering academic content (Kuo, Walker, & Schroder, 2014).

Please refer to the attached Appendix 1 for additional information regarding Q8. A.2 Vision and Mission.

² Kuo, Y.-F., Walker, A. E., & Schroder, K. E. (2014). Students' perceptions of the effectiveness of online learning: A study of K-12 students. *International Review of Research in Open and Distributed Learning*, 15(6), 75-92.



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Applicant Evidence :



Appendix 1_ Regardin...

Uploaded on **8/8/2025**

by **Bernadette Ortiz-**

Brewster

Q9. B.1 Evidence of Need, Support, and Involvement Describe the anticipated student population the school intends to serve. Provide a rationale for seeking to serve this population.



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By providing 24/7 access to coursework with wraparound services and flexible scheduling, our model meets students where they are, geographically, emotionally, and academically. This approach is especially critical in Arkansas, where many students face barriers related to economic hardship, limited English proficiency, geographic isolation in rural communities, and limited access to specialized programs.

Rural schools often face greater challenges, including limited funding, shortages of content-area specialists, reduced access to advanced coursework, and diverse educational pathways. In Arkansas, 33.6% of students attend 472 rural schools, surpassing the 28.6% who attend 227 schools in urban areas (National Center for Education Statistics, 2018).³ A recent report states that nearly half of Arkansas' public schools are in rural areas, serving more than 147,000 students (Public News Service, 2024).⁴

In addition to addressing the needs of students in rural areas, Arkansas schools are experiencing a growing population of English Learners. The American Immigration Council posits that the total foreign-born population is 160,995, accounting for 5.2% of the state's population.⁵ Furthermore, the Latino population in the state has increased significantly. In 2000, the population grew from 3.2% to 8.6% in 2023 (USA Facts, 2023).⁶

Unfortunately, many schools are not yet fully equipped to provide the targeted support necessary to ensure that newcomer students make adequate progress and successfully integrate into the school community as our program has been designed.

This proposal outlines a comprehensive plan to meet the diverse needs of our Arkansas students. The Arkansas Virtual Tech Academy is confident that our innovative model will be a transformative option for students, particularly those who have been historically underserved. Students facing geographic isolation, temporary or long-term health challenges, social barriers, economic hardship, or who are newcomers will benefit from a flexible, affirming, and opportunity-rich environment tailored to their individual needs. Gifted learners and students seeking early career training or credentialing will also thrive through access to accelerated and career-focused coursework.

This model aligns closely with Arkansas' vision for educational excellence because it is grounded in principles of equity, access, and innovation. It removes barriers and expands opportunities, positioning itself to close gaps and increase achievement, engagement, and long-term success for the students who need it the most.

³ National Center for Education Statistics. (2018). *Table 4. Number and percentage of public school students, schools, and districts, by school level, locale, and state or jurisdiction: 2013-14*. U.S. Department of Education.

https://nces.ed.gov/pubs2018/2018052/tables/table_04.asp

⁴ Public News Service. (2024, January 25). Rural Arkansas schools see challenges in education compared with nation. Retrieved from <https://www.publicnewsservice.org/2024-01-25/education/rural-arkansas-schools-see-challenges-in-education-compared-with-nation/a88424-1>

⁵ American Immigration Council. (n.d.). *Map the impact: Arkansas*. Retrieved June 8, 2025, from <https://data.americanimmigrationcouncil.org/map-the-impact/>

⁶ USA Facts. (2023). *How many immigrants are in the US?* <https://usafacts.org/how-many-immigrants-are-in-the-us/state/arkansas>



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Q10. B.2 Evidence of Need, Support, and Involvement Describe the current educational options available to your target population. Include the overall academic performance of schools located near the proposed school and geographic area.

Arkansas offers various types of public education, including traditional, magnet, virtual, and open-enrollment public charter schools. Despite the variety of models, many students, especially in rural, high-poverty, or under-resourced areas, continue to face limited access to high-quality education, often lacking the support of specialists and wraparound services. According to the Arkansas Department of Education (n.d.), most students attend one of the traditional school districts, which span urban hubs like Little Rock and Fort Smith, as well as deeply rural areas like the Delta and Ozarks.⁷

Open-enrollment charter schools serve approximately 35,000 students across more than 90 schools. However, they are primarily concentrated in metropolitan and mid-sized urban areas such as Little Rock, Pine Bluff, Springdale/Fayetteville, Bytheville, and Helena-West Helena (Delta region). Areas such as North Little Rock and Springdale offer specialized learning opportunities, but their limited capacity has led to a selective admission process.

Arkansas Virtual Academy, the Arkansas Department of Education's digital learning platform, and Premier High Schools are among the other online charter models. Some virtual schools have shown mixed academic results and lower proficiency and engagement rates. At the same time, others lack strong accountability systems and may not adequately serve students who require high-touch intervention or SEL supports.

Arkansas also has private school options, educating fewer than 10% of its students. Sometimes, this is a better option for students, but tuition and transportation can be barriers for low-income families. The state's voucher/scholarships are limited in geographic reach.

In 2020, the Arkansas Connections Academy's charter was renewed. As part of the renewal, its enrollment cap was increased from 3,000 to 7,000, with the increase taking effect for the charter term. For the 2024-25 school year, the Arkansas Virtual Academy had 5,500 students. In May 2025, the Charter Authorizing Panel recommended an increase in the enrollment cap to 7,000. The year-over-year growth of the existing statewide virtual schools demonstrates the continuous demand for full-time virtual options.

⁷ Arkansas Department of Education. (n.d.). Education profile. <https://ade.arkansas.gov/Education> (<https://ade.arkansas.gov/Education>)Profile

Q11. B.3 Evidence of Need, Support, and Involvement Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the main



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challenges to the student's success in the community you seek to serve? What does your proposed school intend to do to address these challenges?



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Arkansas students face various challenges that can impact their personal and academic journeys. This is even more challenging for students who live in rural and underserved communities, which is more than 30% of the state's population. AVTA will be able to provide these students with an opportunity to attend a high-quality virtual school that prides itself on offering them more curricular opportunities and wraparound services, such as counseling, innovative AI tutoring support, and all within a caring community. Access to licensed counselors and therapists can be vital when addressing social and emotional needs.

Mental and emotional health are equally prioritized. AVTA is committed to employing licensed counselors and offers salaries that exceed those of other online programs to attract and retain experienced professionals. The school also incorporates trauma-informed practices and has a robust team of specialists as part of its wraparound services, ensuring students have support beyond academics.

The school's embedded UBU onboarding program begins on day one. It uses surveys and structured conversations to build student profiles that inform individualized support, including course placement and wellness check-ins. These insights are shared with current and future educators to maintain a consistent, responsive learning environment.

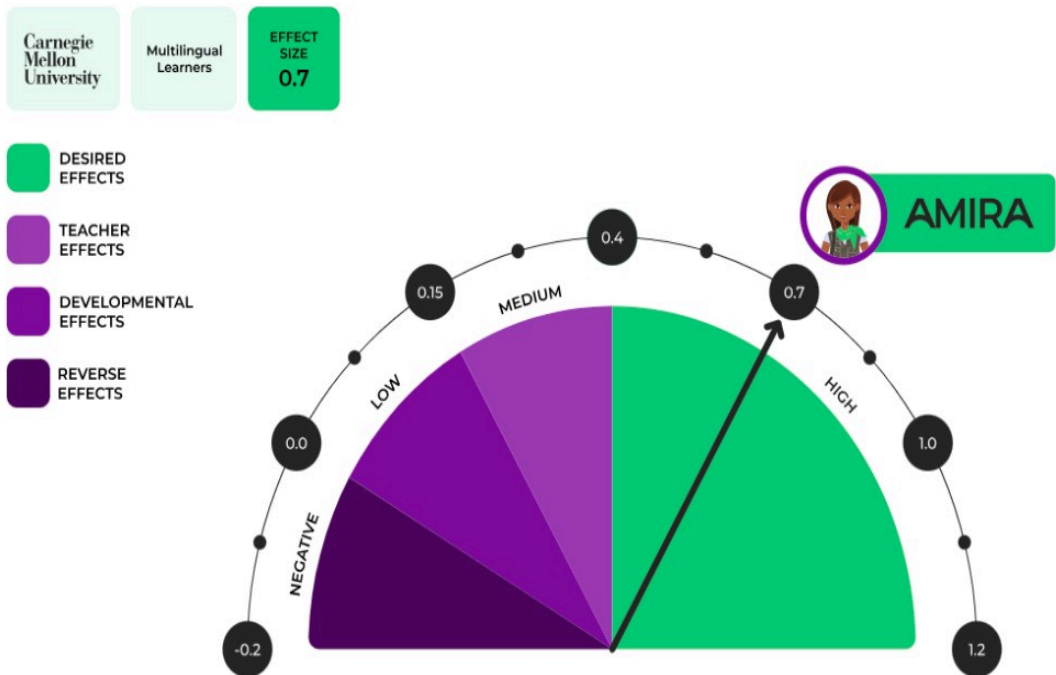
AVTA's student support system includes a Multi-Tiered System of Supports (MTSS) framework, supported by intelligent tools such as *Amira* (K-5 reading, expanding to 6-8) and *Thinkverse* (grades 3-4 math), which provide real-time, avatar-based feedback and individualized practice. Tools like *iExcel* supplement instruction for struggling learners. These innovative and research-based tools can be invaluable for students who lack sufficient support at home, have limited exposure to English speakers, or are unable to afford expensive tutors or after-school programs.

Multiple research studies support the effectiveness of the *Amira* learning platform, particularly in the area of early literacy development. One notable example is *A Comparison of Sustained Silent Reading to Amira's Automated Tutor* (Yuhua, 2020), which found that students using Amira showed significantly greater gains in oral reading fluency and comprehension than students participating in sustained silent reading. As depicted in Figure 5, the study demonstrates how Amira's real-time feedback and AI-driven reading coach can accelerate literacy growth, especially for emerging and struggling readers. 8

Figure 5



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Comparison of Sustained Silent Reading to Amira's Automated Tutor

This study compares the effectiveness of Amira's AI-driven oral reading tutor with traditional Sustained Silent Reading (SSR). Results demonstrate that Amira significantly outperforms SSR in improving word identification skills and overall reading outcomes, proving the power of AI to enhance literacy practices.



AVTA offers a comprehensive Education to Destination pathway to prepare students for life beyond high school, including college and career counseling, expanded CTE opportunities, and internships. These are critical for rural students with limited local access to such experiences.



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AVTA offers an innovative and inclusive educational model tailored to the unique needs of Arkansas students, especially those in underserved regions or from homes with limited support. By combining technology, firm staffing, data-driven supports, and a deep commitment to student well-being, AVTA seeks to remove the barriers between students and their full potential.

Arkansas is experiencing a steady rise in its English Learner population, partly driven by broader demographic shifts. Despite this growing diversity, many schools are not fully equipped to provide the targeted academic, linguistic, and social-emotional supports that newcomer and multilingual learners need to succeed. AVTA is intentionally designed to close this gap. Through a comprehensive, research-based framework, AVTA offers differentiated instruction, culturally responsive teaching, and universal learning design, ensuring all students, including English Learners, can access rigorous, grade-level content while developing English proficiency.

Equity and access are central to AVTA's mission. With a very high percentage of students classified as economically disadvantaged, students in low-income areas often face systemic barriers that limit their access to high-quality education and enrichment opportunities. AVTA removes these barriers by providing 24/7 access to coursework, flexible scheduling, and embedded supports that meet students where they are, academically, geographically, and emotionally.

The program integrates a robust MTSS and RTI structure, aligned with ESSA Tier I-III evidence-based practices. Instruction is guided by continuous data cycles, utilizing tools such as MAP and classroom-level assessments, which enable real-time adjustments to instruction. Students benefit from small-group instruction, mastery-based progressions, and access to interventionists, specialists, and high-dosage tutoring. Social-emotional learning is embedded schoolwide, aligned with CASEL's five core competencies, and supported by trauma-informed practices. Ongoing staff development, PLCs, and family engagement efforts ensure that instruction is data-driven, inclusive, and community-centered. AVTA delivers a scalable, equitable learning model for Arkansas students who are most at risk of being left behind, addressing their academic, social, emotional, and economic needs.

8Yahas, D. (2020). *A comparison of sustained silent reading to Amira's automated tutor*. Amira Learning.

<https://www.istation.com/hubfs/6.%20Research/Full%20Research%20Studies/COMPUTER-GUIDEDORALREADINGVERSUS%20INDEPENDENTPRACTICE.pdf>

Q12. B.4 Evidence of Need, Support, and Involvement Explain the process for setting, monitoring, and revising performance expectations. In your response, include how the school will use data and how you would define success for the students and school.



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Overall Success Metrics

The Board's performance expectations reflect a commitment to academic excellence, personal growth, and college and career readiness, in alignment with Arkansas academic standards and accountability metrics.

The Board will set specific, measurable goals across four main goals to determine the educational program's success. The four goals and objectives are outlined below.

Goals, Objectives, and Student Performance Standards

Goal 1: Academic Excellence and Student Achievement

Objective 1: To meet or exceed expectations by demonstrating 5% growth above the established baseline within 3 years, marked by consistent English Language Arts, Mathematics, and Science proficiency on the NAEP during grades 4, 8, and 12.

In pursuing academic excellence, the Arkansas Virtual Tech Academy assesses students in their first year to establish a baseline and work towards continuous improvement in line with the Arkansas School Rating System. This will be achieved by implementing a comprehensive academic program carefully aligned with state standards, fostering student proficiency in core subjects as demonstrated by required standardized assessments. The school is committed to continuously monitoring student progress through a thoughtful blend of formative and summative assessments, ensuring an adaptive instructional approach that meets the individual needs of each student.

Goal 2: Student Growth

Objective 1: To demonstrate consistent academic growth by exceeding baseline performance within three years, as measured by required state assessments in English Language Arts, mathematics, science, and writing.

To achieve this, the Arkansas Virtual School will assess students in their first year to establish a baseline for academic performance and track student performance improvement annually.

Goal 3: Above Average Graduation Rate

Objective 1: By implementing a data-driven school culture, the school will meet the state average graduation rate of 81% by its third year.

Objective 2: To support this goal, the school will implement a transparent, real-time credit tracking system accessible to counselors, teachers, students, and parents.



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Objective 3: The Engagement Team will demonstrate proactive monitoring of attendance, academic progress, and credit completion, while providing support to ensure students remain on track with their cohort for graduation.

Goal 4: On-Track and Postsecondary Readiness

Objective 1: By implementing a data-driven school culture, the school will meet or exceed the state average graduation rate of 88% once its first graduating class completes high school.

Objective 2: To support this goal, the school will implement a transparent, real-time credit tracking system accessible to counselors, teachers, students, and parents to ensure students are on track to graduate.

Objective 3: The Engagement Team will proactively monitor attendance, academic progress, and credit completion while providing targeted support to ensure students stay on track with their cohort for graduation.

Objective 4: The school will utilize the 4th-grade, 8th, and 12th-grade ELA, math, science, and writing proficiency exams as key indicators of future academic success.

Objective 5: The school will utilize ACT performance and college/career readiness metrics as key indicators of postsecondary preparedness in 11th grade.

Goal 5: English Learner Progress

Objective 1: To improve English language proficiency for English Learners by meeting Adequate Growth Percentile (AGP) on the ELPA21 for ELs assessment, with targets set based on individual student data.

Objective 2: To leverage the power of technology to support students' content learning by using their native language to understand content and then using that knowledge to increase English language acquisition

To achieve this goal, the Home Language Survey and the ELPA21 will be administered to identify and support students. The program will provide tailored instruction to support students as they learn content and increase their English language acquisition. The school will also establish a Language Proficiency Advisory Committee to oversee compliance in key areas.

As a school focused on college and career readiness, we will consistently collaborate with community organizations and local businesses to expand our reach and our internship program. We maintain ongoing communication with prospective families who have previously engaged with us and offer continuous enrollment opportunities, such as rolling admissions.



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The school will employ a data-driven, continuous improvement approach to setting, monitoring, and revising performance expectations, ensuring that all students are supported in achieving success. Performance goals are established annually through a collaborative process that involves the leadership team, teachers, board members, and other key stakeholders. These goals are aligned with the Arkansas ESSA School Index and the school's mission and vision.

Progress is closely monitored through frequent benchmarking using interim assessments such as NWEA MAP, i-Ready, and embedded curriculum-based tools. Data cycle reviews are conducted regularly and supported by dashboard tools that provide real-time insights. Students also participate in data conferences to reflect on their progress and set personal goals.

Performance targets are reviewed biannually, incorporating student achievement trends, subgroup analysis, and stakeholder feedback. Based on these findings, goals are revised and formally documented to guide continued improvement.

Student success is defined by consistent academic growth, achievement of or progress toward grade-level expectations, and demonstrated readiness for high school, college, or career pathways. Key indicators also include strong attendance, positive behaviour, and active engagement. Overall success is measured by meeting or exceeding contractual goals, closing opportunity gaps for historically underserved populations, maintaining high graduation rates, ensuring students remain on track for postsecondary opportunities, improving English language proficiency rates, and fostering a favorable school climate and high levels of stakeholder satisfaction.



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3. Academic Plan

Q13. A.1 Academic focus Describe and outline the proposed school's academic focus. Include specific academic benchmarks, educational philosophy, instructional methods, and innovations.



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Our *educational philosophy* includes empowering students through an individualized, self-instructional, mastery-based approach to learning.

Our *instructional approach* uses various methods: standards-based, personalized, differentiated, asynchronous,

Instructional Design Overview

The foundation of our instructional design is flexibility, personalization, and mastery-based learning. The courses allow students to progress at their own pace, whether they take more or less time in different content areas. This will enable students to build a stronger academic foundation and is not dependent on keeping pace with their classmates.

Courses are divided into smaller units with clear guidelines, objectives, and formative and summative assessments. The curriculum progresses by gradually introducing new vocabulary based on the latest concepts, while also being reinforced to ensure students are supported. The teachers unlock the summative assessment once the student progresses through the mini-lessons, activities, projects, and formative assessments.

As students engage in the activities, they will experience a variety of instructional strategies, including flipped classrooms, gamified activities, and project-based learning. The data dashboards consistently gather real-time analytics as the students complete the varied activities. This allows teachers to access vital information to differentiate students' learning, provide targeted support, and adjust pacing as needed. The activities also allow students to select the delivery method that is most conducive to them. For example, the content can be delivered through text, audio, and video.

Monitoring Student Participation and Course Progress

Online learning allows flexibility in scheduling; however, effective monitoring is essential to ensure students stay accountable for completing assignments on time. The school will use multiple methods to track attendance, participation, and course progress, ensuring students stay on track for graduation. Our robust tracking system meets and exceeds local and state requirements, ensuring students are held accountable for their learning.

Teachers, parents, and students can access progress monitoring tools within the LMS, including an electronic grade book, a pacing guide, and an activity tracker, as shown in Figure 6. Other features include a credit tracker for graduation and auto-generated reminders, such as attendance interventions through personalized attendance letters. Additionally, teachers provide live lessons at least once a week and office hours to monitor student progress.

Figure 6. Activity Tracker



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“One thing I noticed is that (Texas Virtual Schools) has the most flexibility (of any online program),” he said. “I am able to pursue coursework and also advance. I can take the high school level in middle school.”

Arjun Sharda, TXVS eighth-grader. -Arjun received the 2024 Texas State Board of Education Student Hero Award.

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The LMS facilitates safe and secure communication among students, staff, and parents. In addition to internal methods of communication, the administration will utilize an efficient platform like *SchoolStatus*, which offers text communication, newsletters, multilingual support, and real-time two-way conversations. This platform will also enable the school to send parents and students real-time notifications about grades, attendance, assignments, and behavioral issues. Students and teachers will also receive email accounts to enhance communication further.

Because ensuring the success of every child is a team effort, an activation and engagement team will support the teachers and students. The team monitors each student’s academic progress and provides help to those who need it. Additionally, the team is charged with scheduling support sessions with families and proactively implementing the RTI process.

Innovation

State Testing Management Software



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AVTA offers customized testing management software to streamline all state-mandated testing communications, scheduling, and assignments.

AI-Powered UBU! Experience

The UBU! platform utilizes AI to enhance personalization, enabling students to discover and build on their strengths through career exploration, skills mapping, and customized learning opportunities. All students will have the opportunity to engage with this platform during the onboarding process and again during the middle of the school year. The data gathered from this assessment will be uploaded into the LMS and viewed by their teachers to ensure students remain engaged and motivated by topics that interest them.

AI-Enhanced Enrollment and Student Success Scoring

We apply predictive AI to create a Student Success Score for every new enrollment. This score helps personalize student outreach, academic interventions, and engagement strategies from the outset, leading to improved retention and student outcomes.

Integrated Adaptive Credit Recovery

The curriculum includes an integrated adaptive credit recovery program to enable students to recapture credit for previously taken courses. It uses an individualized path based on adaptive assessments, allowing students to skip material for which they have demonstrated an appropriate level of mastery. The self-paced program will enable students to balance credit recovery efforts with current course load requirements and remain on track for graduation with their cohort.

AI Chatbot

The LMS includes an exciting chatbot tool that leverages AI to assist teachers in safely and responsibly personalizing learning for each student. Teachers consistently monitor their classroom data dashboards to ensure students receive the support they need promptly. By leveraging BusyBee, an AI teaching companion, teachers create adaptive learning pathways tailored to each student's needs more effectively and efficiently. For example, BusyBee can generate an AI-driven assignment directly from the curriculum, providing instant feedback that helps students deepen their understanding. As students progress through their learning pathway and demonstrate mastery, BusyBee automatically increases the difficulty of subsequent assignments. If a student does not demonstrate mastery, BusyBee quickly adapts by adjusting the following question to be in their respective ZPD. These AI-driven educational tools provide students with personalized challenges, progress tracking, and enhanced student engagement.



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Parents and students can also leverage BusyBee by directly engaging BusyBee from the platform for developmentally appropriate assistance with course content (Figure 7). BusyBee can create vocabulary lists, flashcards, games, and helpful ways to check for understanding, as shown in Figure 8.

Figure 7. BusyBee Assistance

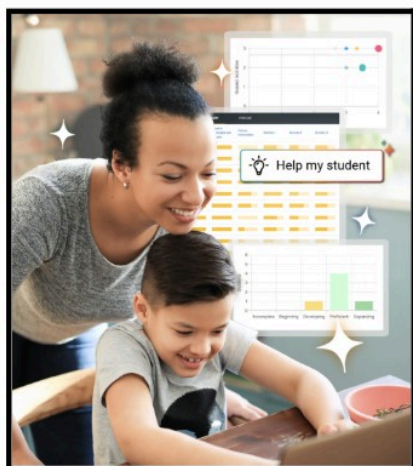
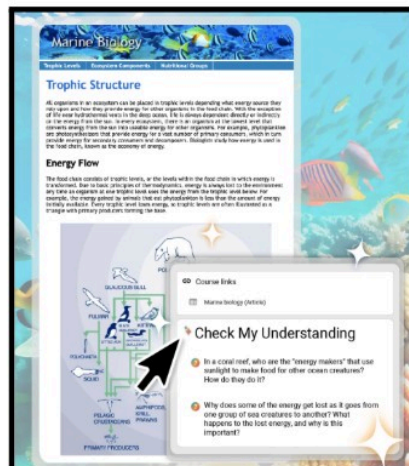


Figure 8. BusyBee Check for Understanding



AI Amira

AVS students will also have access to the innovative and highly effective AI-powered software, *Amira*. This research-based reading coach helps to build reading fluency, accuracy, and comprehension through personalized, interactive practice. Aligned with the Science of Reading, Amira supports students as they read aloud from decodable passages, as it listens using speech recognition to identify where they struggle. In addition to the voice-driven reading practice, it has real-time, smart feedback. Amira encourages, motivates, and celebrates the student in real-time as they progress. This gamified experience, combined with the teacher's support, has proven to increase a student's reading comprehension and provide teachers with invaluable data.

Q14. A.2 Academic focus Describe the school-wide, evidence-based plan that will drive academic improvement for all students and help close achievement gaps. Please provide any relevant research and evidence you used in developing the plan.



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AVTA's comprehensive schoolwide plan is grounded in evidence-based practices and aligned with the Science of Reading, the Science of Math, and social-emotional learning (SEL) research. This integrated model combines adaptive technology, high-quality instruction, robust assessment, and wraparound student support to ensure academic improvement for all students while targeting interventions to close persistent achievement gaps among English Language Learners, students with disabilities, and economically disadvantaged students.

Part of AVTA's literacy strategy is the embedded Amira AI-powered reading tutor grounded in the Science of Reading. Amira provides real-time feedback on fluency, decoding, and comprehension, tailoring its support to individual student needs. For math, AVS utilizes Thinkvers, a gamified, research-based program aligned with the Science of Math, designed to promote conceptual understanding and procedural fluency. These platforms are supplemented with iExcel, which supports differentiated instruction within the Multi-Tiered System of Supports, especially for students performing below grade level.

AVTA uses Bright Thinker as its core curriculum, which is designed in alignment with state standards and the Science of Reading. The user-friendly Learning Management System (LMS) features embedded formative and summative assessments, enabling students and teachers to monitor understanding as they progress through the mastery-based curriculum. Teachers analyze data in Professional Learning Communities to make instructional adjustments, identify student needs, and assign target interventions, which can be done in real-time.

Another innovative approach to learning is the use of BusyBee, an AI chatbot that assists students with their academic and technical needs. It allows immediate support and is another way to receive convenient high-dosage tutoring.

AVTA is proud of the exceptional wraparound services it provides its students, such as counseling by licensed counselors. The SEL framework is aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s five core competencies, ensuring students build self-awareness, self-regulation, and relationship development skills.

AVTA provides ongoing professional development to ensure staff members are prepared to meet the needs of a diverse learner population. Some of the training includes topics such as Science of Reading, MTSS, culturally responsive pedagogy, and strategies for supporting ELs.

Q15. A.3 Academic focus Describe the school's curriculum and discuss how it will prepare students to meet or exceed Arkansas standards.

a. If the curriculum is fully developed, summarize curricular choices, and explain the rationale for selection. If the curriculum still needs to be fully developed, describe any curriculum decisions made to date, share any proposed curricular decisions that are pending, and explain the process for completion.



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b. Provide evidence or documentation that the literacy curriculum chosen is based on the science of reading. Describe your strategy for students reading at or above grade level or higher and your strategy for students reading below grade level.



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A Description of the Curriculum

Arkansas Virtual Tech Academy will serve students statewide from kindergarten through twelfth grade (K-11 in the first year). This ensures that all Arkansans have access to a high-quality, college-preparatory education, regardless of their socioeconomic status or geographic location. One of the most important components of a great school is caring and qualified staff. According to the Arkansas Times (2024), “school districts are hiring unlicensed teachers to cope with staff shortages. One in 12 educators working in Arkansas public schools are unlicensed or teaching outside their certification area.” That number has more than doubled in the last seven years¹². Stellar Virtual has been able to attract a significantly higher percentage of experienced teachers and administrators for various reasons. Access to a pool of qualified staff across the state is a significant factor when hiring. With Stellar Virtual’s expertise as a guide, our school will have access to a much broader pool of candidates. Kini & Podolsky found that on average, there is a positive correlation between a teacher’s level of experience and positive student outcomes.¹³ More experienced teachers sometimes have more experience with student engagement and implementing strategies that support students. Having a keen understanding of the needs of underserved students could help teachers implement targeted interventions promptly.

The program’s overarching curriculum framework is aligned with Arkansas State Academic Standards and features a clear scope and sequence, ensuring consistency, coherence, and transparency across all grade levels. It includes all required core courses and unique electives for students who want to experience or prepare for college or a career.

As a virtual school focused on preparing students for post-secondary opportunities, the online learning platform offers a test preparation program to prepare eligible students for college-ready aptitude tests, including the PSAT, SAT, and AP tests. The platform also includes a College and Career Readiness tool to help students explore and prepare for higher education and careers. The tool guides students through career exploration, college readiness, skill development, work-based learning, goal setting, and tracking their progress. The robust college and career planning resources inspire students to thrive beyond graduation. The school’s vision and mission are fundamentally enshrined as guiding statements. They inform all curricular decisions that reflect the school’s educational philosophy.

Stellar Virtual utilizes BrightThinker courses to ensure the development of a high-quality K-12 program that meets essential learning goals and outcomes, such as critical thinking and character education, while providing students with a flexible and personalized learning experience. The rigorous selection of courses offers students developmentally appropriate levels of instruction that are easily personalized. This allows for additional practice in specific areas or provides opportunities for credit retrieval through Knowledge Assessment (KA) courses. These mastery-based courses assess students’ content knowledge, enabling them to progress once they demonstrate proficiency. The curriculum also integrates high-quality, character-based learning tools addressing students’ social and emotional needs, fostering moral excellence. Students interested in dual credit can take courses through local, state, or national partnerships with colleges

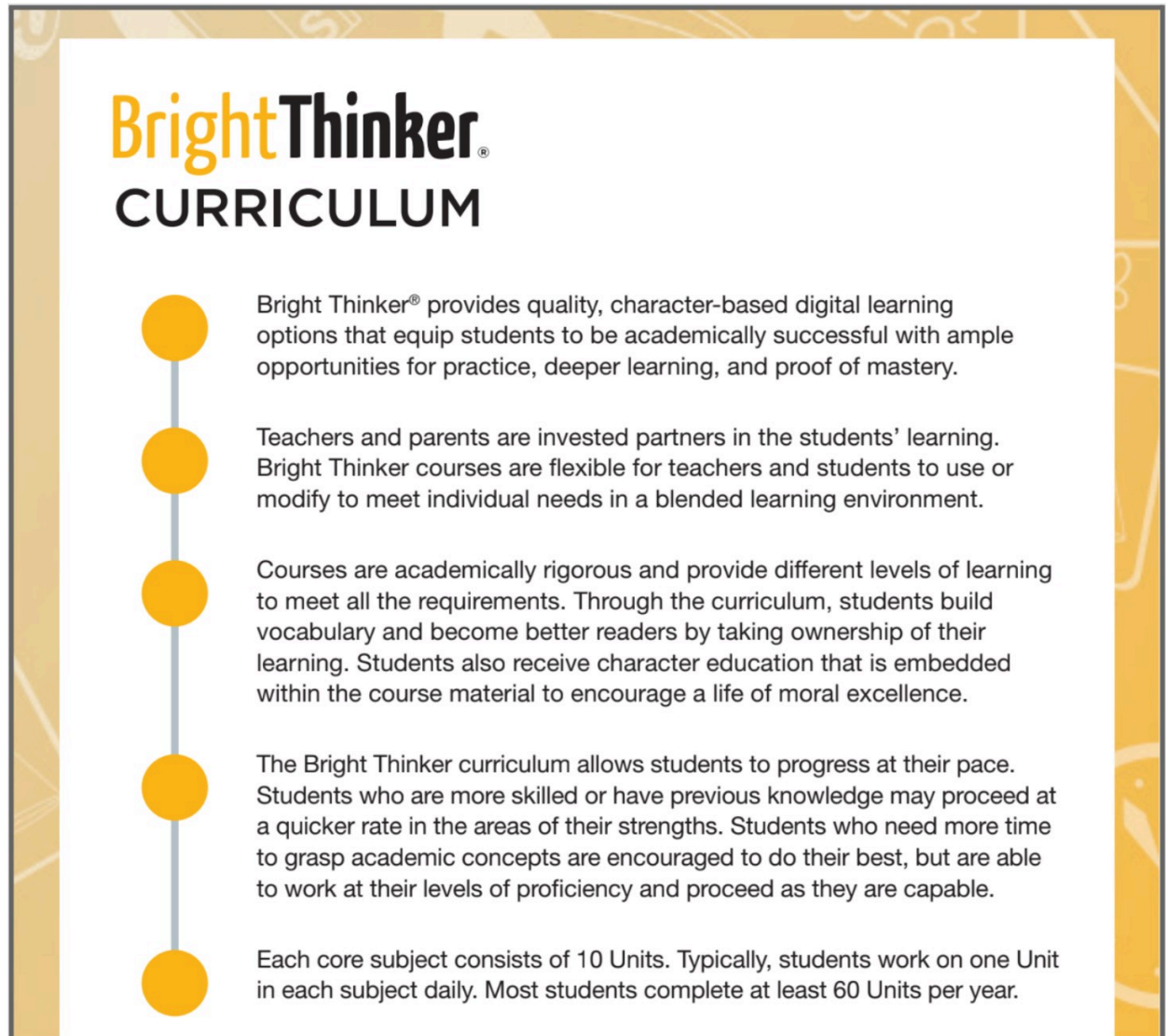


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and universities. These embedded and integral parts of the extensive list of classroom resources reflect the school's core values, ensuring a holistic approach to student development. Refer to Figure 10 below for a detailed course catalog and list of clubs.

Figure 10. Bright Thinker Course Catalog



Bright Thinker®
CURRICULUM

- Bright Thinker® provides quality, character-based digital learning options that equip students to be academically successful with ample opportunities for practice, deeper learning, and proof of mastery.
- Teachers and parents are invested partners in the students' learning. Bright Thinker courses are flexible for teachers and students to use or modify to meet individual needs in a blended learning environment.
- Courses are academically rigorous and provide different levels of learning to meet all the requirements. Through the curriculum, students build vocabulary and become better readers by taking ownership of their learning. Students also receive character education that is embedded within the course material to encourage a life of moral excellence.
- The Bright Thinker curriculum allows students to progress at their pace. Students who are more skilled or have previous knowledge may proceed at a quicker rate in the areas of their strengths. Students who need more time to grasp academic concepts are encouraged to do their best, but are able to work at their levels of proficiency and proceed as they are capable.
- Each core subject consists of 10 Units. Typically, students work on one Unit in each subject daily. Most students complete at least 60 Units per year.



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PEDAGOGY OF A UNIT



OBJECTIVES

At the beginning of each Unit, there is an objectives list. Students know what is expected and assume responsibility for their own learning.



VOCABULARY

Throughout each Unit, the introduction of new vocabulary words is controlled so that no new vocabulary word is used without the student first learning its meaning and pronunciation. These words are repeated to ensure mastery.



CHARACTER EDUCATION

Character education stories and examples are embedded throughout the Units.



LESSONS

In each lesson, learning activities and questions are in bite-sized segments to reinforce the material for deeper learning. Lesson assessment questions cover different levels of learning. Projects and labs are also included where appropriate. Students are introduced to new concepts, and some concepts are spiraled for reinforcement.



SECTIONS

A typical Unit contains two or three sections. Each section has two or three lessons. At the end of each section is a quiz. If mastery in an area is not achieved, the quiz will reveal that weak area. Students can then take the time necessary to review and learn those concepts before proceeding to the next section.



EVALUATIONS

Upon completion of the lessons, activities, and quizzes, students prepare to take the Practice Test. Here, students evaluate themselves, and a teacher determines readiness for the final Unit Test. When the Practice Test is completed successfully, students may be allowed to take the Unit Test. The Unit Test measures students' mastery of the material. No new concepts are introduced on the Unit Test.



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ADAPTABLE CURRICULUM

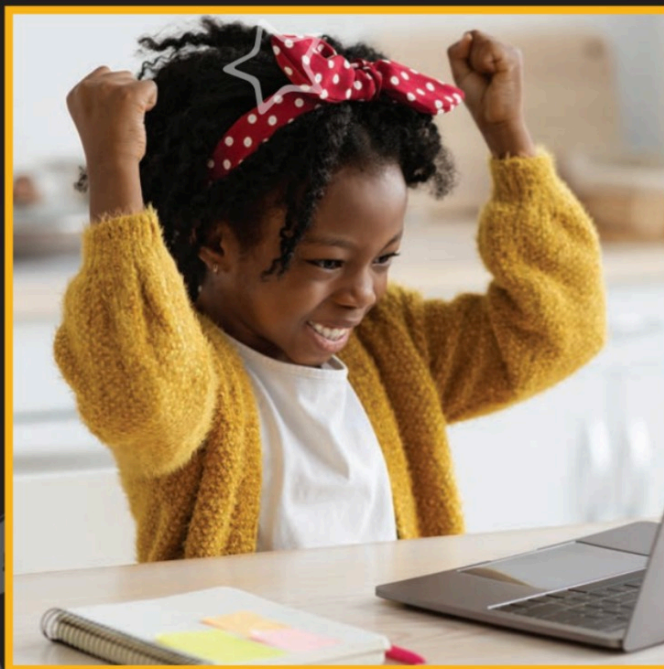
Teachers and instructors can add content, modify courses, and provide supplemental materials, projects, and discussions for collaborative learning.

There is a robust digital library of standards-aligned material where teachers may provide differentiated instruction to the course, and lesson extensions can be inserted.

Teachers find the flexible platform and content to be effective in both hybrid and direct-instruction class settings.

STANDARDS ALIGNMENTS

The Bright Thinker courses are aligned with state standards and Common Core State Standards. Every course is built with the most relevant standards and provides resources in all phases of development. The standards and the digital library may be used together to provide intervention for students' learning. Bright Thinker offers a variety of K–12 online curriculum solutions and is backed by an experienced team of educators, researchers, technologists, and instructional designers who are committed to making learning accessible for all students.





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ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS COURSE LIST

Kindergarten English Language Arts				3 rd Grade English Language Arts				
Kindergarten Phonics				4 th Grade English Language Arts ⁺				
Kindergarten English Language Arts				5 th Grade English Language Arts ⁺				
Kindergarten Phonics, Spelling, & Penmanship				6 th Grade English Language Arts ⁺				
1 st Grade English Language Arts				7 th Grade English Language Arts ⁺				
1 st Grade Phonics				8 th Grade English Language Arts ⁺				
1 st Grade Grammar & Penmanship				Creative Writing				
1 st Grade Phonics & Spelling				English I				
1 st Grade Reading & Composition				English II				
2 nd Grade English Language Arts				English III				
2 nd Grade Phonics				English IV				
2 nd Grade Grammar & Penmanship				Literary Genres				
2 nd Grade Phonics & Spelling								
2 nd Grade Reading & Composition								

MATHEMATICS

MATHEMATICS COURSE LIST

Kindergarten Mathematics	 	7 th Grade Mathematics ⁺	  
1 st Grade Mathematics ⁺	 	8 th Grade Mathematics ⁺	  
2 nd Grade Mathematics ⁺	 	Algebra I	  
3 rd Grade Mathematics ⁺	  	Algebra II	  
4 th Grade Mathematics ⁺	  	Geometry	  
5 th Grade Mathematics ⁺	  	Math Models	  
6 th Grade Mathematics ⁺	  	Precalculus	  



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SCIENCE

SCIENCE COURSE LIST

Kindergarten Science	 	Anatomy & Physiology	   
1 st Grade Science	 	Aquatic Science	   
2 nd Grade Science	 	Astronomy	   
3 rd Grade Science	  	Biology	   
4 th Grade Science	  	Chemistry	   
5 th Grade Science	  	Environmental Systems	   
6 th Grade Science	  	Integrated Physics & Chemistry	   
7 th Grade Science	  	Medical Microbiology	   
8 th Grade Science	  	Physics	   

SOCIAL STUDIES/HISTORY

See pg. 11 for state specific history courses.

SOCIAL STUDIES/HISTORY COURSE LIST

Kindergarten Social Studies	 	8 th Grade United States History	   
1 st Grade Social Studies	 	African American Studies	   
2 nd Grade Social Studies	 	Economics	   
3 rd Grade Social Studies	  	Ethnic Studies	   
4 th Grade United States Geography	  	United States Government	   
5 th Grade United States History	  	United States History	   
6 th Grade World Cultures	  	World Geography	   
7 th Grade Ancient World History	  	World History	   

HEALTH/PE

HEALTH/PE COURSE LIST

2 nd Grade Health	  	6 th Grade Health	   
3 rd Grade Health	  	7 th & 8 th Grade Health	   
4 th Grade Health	  	Health I	   
5 th Grade Health	  	Lifetime Fitness & Wellness Pursuits	   



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CAREER AND TECHNICAL EDUCATION

CAREER & TECHNICAL EDUCATION COURSE LIST

Accounting I					Instructional Practices				
Accounting II					Law Enforcement I				
Advertising					Medical Terminology				
Audio/Video Production I					Money Matters				
Business Management					Pathophysiology				
Child Development					Personal Finance				
Commercial Photography I					Personal Financial Literacy & Economics				
Commercial Photography II					Principles of Business, Marketing, & Finance				
Counseling & Mental Health					Principles of Education & Training				
Digital Audio Technology I					Principles of Government & Public Administration				
Digital Design & Media Production					Principles of Health Science				
Entrepreneurship					Principles of Human Services				
Forensic Science					Principles of Law, Public Safety, Corrections, & Security				
Global Business					Psychology				
Graphic Design & Illustration I					Sports & Entertainment Marketing				
Graphic Design & Illustration II					Video Game Design				
Health Science Theory					Virtual Business				
Human Growth & Development					Web Communications				
Human Resources Management					World Health Research				
Introduction to Welding									
Instructional Practices									



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Figure 11 Course Catalog Career and Technical Education	
Accounting II	Human Growth & Development
Advertising	Human Resources Management
Audio/Video Production I	Instructional Practices
Automotive Basics	Interior Design
Basic Clothing Construction	Keyboarding
Business and Consumer Math, Part 1	Medical Terminology
Aquatic Science A & B	Economics
Audio Video Production I - Part A	Medical Technology A



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Figure 11 Course Catalog Career and Technical Education	
Audio Video Production I - Part B	Medical Terminology A
Biology A & B	Meteorology
Business and Consumer Math, Part 2	Money Matters
Business Communications	Preparing for Responsible Parenthood
Business Law	Personal Finance
Business Management	KA-Physical Science
Chemistry A & B*	KA - Physics*
Commercial Photography I	Principles of Business, Marketing, & Finance
Commercial Photography II	Principles of Education & Training
Computer Science, Part 1	Principles of Government & Public Administration
Computer Science, Part 2	Principles of Health Science
Computer Technology	Principles of Human Services
Counseling & Mental Health	Principles of Law, Public Safety, Corrections, & Security
Digital Design & Media Production	Home Gardening
Digital Audio Technology I	Graphic Design & Illustration I
Digital Photography	Small Engine Repair
Earth Science Part I & II	Sociology, Sports & Entertainment Marketing
Economics	US Government
Entrepreneurship	Video Game Design A & B
Exploring Computer Science I	Virtual Business
Food and Nutrition, Part 1	Web Communications
Food and Nutrition, Part 2	World History A & B
Graphic Design & Illustration I	World Geography A & B
Graphic Design & Illustration II	World Health Research
Human Growth and Development IA & IB*	Work Study
KA World Geography	Keyboarding



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<i>K-12 Clubs</i>			
K-5	6-12	Club	Days
☒	☒	Pokémon Club	Wednesdays
☒	☒	Movie Club	Thursdays 
☒	☒	Art Club	Wednesdays
☒	☒	Show and Tell Club	Thursdays
	☒	Science & Nature Club	Thursdays
	☒	Photography & Video	Tuesdays
	☒	Chess Club	Thursdays
	☒	Online Games Club	Mondays
	☒	Beauty Club	Tuesdays
	☒	Harry Potter Club	Thursdays
	☒	6-12 Movie Club	Mondays
	☒	Anime (and Pokémon) Club	Tuesdays
	☒	Student Government	Monthly
	☒	TLEEM Computer Science Club	Thursdays

The rigorous selection of courses provides students with developmentally appropriate levels of instruction that can be easily personalized. This allows for additional practice in specific areas or provides opportunities for credit retrieval through Knowledge Assessment (KA) courses. These mastery-based courses assess students' content knowledge, enabling them to progress once they demonstrate proficiency. The curriculum also integrates high-quality, character-based learning tools addressing students' social and emotional needs, fostering moral excellence. Students interested in dual credit will have the opportunity to take courses through either local, state, or national partnerships with colleges and universities. Refer to Figure 2 below for a sampling of dual enrollment courses through a partnership with Arizona State University. These embedded and integral parts of the extensive list of classroom resources reflect the school's core values, ensuring a holistic approach to student development.

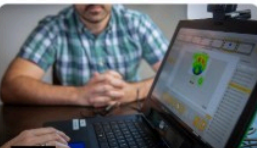


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Figure 2
Arizona State University Dual Enrollment Sampling of Courses
<https://courses.ulc.asu.edu/>

 ASM 246 Online Paleanthropology Human Origins History of discoveries and changing interpretations of human evolution. Earliest ancestors to emergence of modern humans. Humanity's place in nature. Course duration: 8 weeks. Credits available: 3.	 AST 111 Online Astronomy Introduction to Solar Systems Astronomy Properties and origins of the solar system, exoplanets, astrobology. History, properties of light, instruments, study of solar system and nearby stars. Course duration: 8 weeks. Credits available: 4.	 BIO 100 Online Biology The Living World Consider the authentic, compelling question: how do we find life in the universe? Course duration: On-demand, 8 or 16 weeks. Credits available: 4. ■ Session-based: Next start date: 06/17/2025	 MAT 117 Online College Algebra College Algebra Linear functions, quadratic functions, general polynomial functions, rational functions, systems of linear equations, logarithmic and exponential functions. Course duration: On-demand, 12, or 16 weeks. Credits available: 3.
 BIO 130 Online Environmental Science Introduction to Environmental Science Introduces the interconnected nature of Earth's hydrosphere, lithosphere (soils and rocks), atmosphere, and biosphere. Course duration: On-demand, 8 or 16 weeks. Credits available: 4. ■ Session-based: Next start date: 05/20/2025	 BIO 145 Online Marine Biology Introduction to Marine Biology Introduces the basic concepts of marine biology, the study of the ocean and the diverse life forms that reside in the diverse habitats found there. Includes an extensive discussion on ocean conservation, including threats facing marine life and policy solutions to those threats. Course duration: 8 weeks. Credits available: 4.	 BIO 160 Online Anatomy and Physiology Introduction to Anatomy and Physiology Learn terminology and essential concepts in human anatomy and physiology, as well as the structure and function of the human body. Course duration: On-demand or 16 weeks. Credits available: 4.	 MAT 142 Online College Mathematics College Mathematics Apply basic college-level mathematics to real-life problems. Topics include numerical reasoning, sets, counting techniques, probability, basic statistics, and finance. Course duration: On-demand, 8, 12, or 16 weeks. Credits available: 3.
 CAP 194 Online Career Exploration Career Pathways: Exploring Your Future This course will help students gain self-awareness and practical skills to aid in pursuing their career goals. Course duration: 8 weeks. Credits available: 3.	 CEE 181 Online Sustainable Engineering Technological, Social, and Sustainable Systems Introduces the importance and role of technological, social, and sustainable systems in the modern world. Provides a framework for the theory and practice of sustainable engineering. Course duration: 8 weeks. Credits available: 3.	 CGF 110 Online Sustainability and Cultural Geography Resilient American Futures: An Academic Road Trip Learn how the I-10 provides a living observatory for understanding the present and envisioning more sustainable and inclusive futures. Course duration: 8 weeks. Credits available: 3.	 MAT 170 Online Precalculus Precalculus Intensive preparation for calculus. Topics include: functions, domain and range, properties of graphs, transformations of functions, composition and combinations of functions, inverse functions, polynomial functions, rational functions, exponential functions, logarithmic functions, roots of polynomial functions, trigonometric functions and their graphs, trigonometric identities, trigonometric equations. Course duration: On-demand, 12, or 16 weeks. Credits available: 3.
 CHM 101 Online Chemistry Introductory Chemistry Elements of general chemistry. Adapted to the needs of those in nursing and kinesiology and those preparing for general chemistry. Course duration: 16 weeks. Credits available: 4. ■ Session-based: Next start date: 06/17/2025	 CHM 114 Online Chemistry for Engineers General Chemistry for Engineers Learn how atoms and molecules act and interact to make the modern materials that underpin technology and solve engineering challenges. Course duration: 8 weeks. Credits available: 4. ■ Session-based: Next start date: 08/19/2025	 CIS 105 Online Computer Science Computer Applications and Information Technology Introduces business information systems from a business intelligence perspective and the uses of application software with emphasis on database and spreadsheet packages for efficient and effective problem solving. Course duration: On-demand or 8 weeks. Credits available: 3.	 PSY 101 Online Psychology Introduction to Psychology Major areas of theory and research in psychology. Course duration: On-demand or 8 weeks. Credits available: 3.



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Figure 2
Arizona State University Dual Enrollment Sampling of Courses
<https://courses.ulc.asu.edu/>



CIS 194

Online Business Technology Fundamentals

Business Technology Fundamentals

Learn the skills required to be entry-level, technical support personnel in any business. Course duration: On-demand. Credits available: 1.

On-demand: Enroll anytime



CIS 194

Online Computer Networking

Computer Networking in Organizations

Understand a full overview of computer networking. Course duration: On-demand. Credits available: 2.

On-demand: Enroll anytime

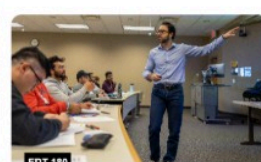


CIS 194

Online Operating Systems Management

Operating Systems Management for Business

Grasp main components of an operating system and how to perform critical tasks, like managing software and users, and configuring hardware. Course duration: On-demand. Credits available: 3.



EDT 180

Online Technology Literacy

Technology Literacy: Problem Solving using Digital Technology Applications

Introduces digital technologies and their place in society. Applies 21st century skills to problem solving using digital technology applications including spreadsheets and databases. Course duration: 8 weeks. Credits available: 3.



CIS 194

Online Cloud Foundations

Cloud Foundations

Learn how all of your favorite internet services and platforms keep up with growing and changing user demands. Course duration: On-demand. Credits available: 3.

On-demand: Enroll anytime



CIS 294

Online IT System Administration

System Administration and IT Infrastructure Services

Learn about the infrastructure services that keep all organizations, big and small, up and running. Course duration: On-demand. Credits available: 3.

On-demand: Enroll anytime

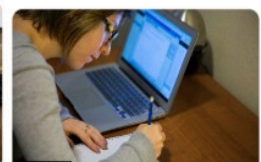


CIS 308

Online Excel in Business

Advanced Excel in Business

Covers advanced Excel skills using an applied focus on different types of decisions one may analyze using spreadsheet capabilities; graphs and charts to communicate complex analytics; pivot tables to slice and dice data for reporting. Course duration: On-demand or 8 weeks. Credits available: 3.



ENG 101

Online English Composition I

First-Year Composition

Discovers, organizes and develops ideas in relation to the writer's purpose, subject and audience. Emphasizes modes of written discourse and effective use of rhetorical principles. Course duration: 8 or 12 weeks. Credits available: 3.



CIS 309

Online Business Process Management

Business Process Management

Understand analysis and evaluation of business processes in the context of improving operational efficiency. Course duration: On-demand or 8 weeks. Credits available: 3.



CIS 310

Online Business Data Visualization

Business Data Visualization

Learn the fundamentals of data visualization with practical applications on Tableau and Excel. Course duration: On-demand or 8 weeks. Credits available: 3.

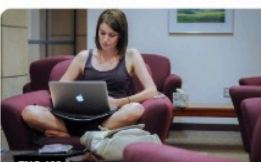


CIS 313

Online Location Analytics in Business

Location Analytics in Business

Understand location intelligence via visualization and analyses of geo-spatial data to enhance business insights and decision-making. Course duration: On-demand or 8 weeks. Credits available: 3.

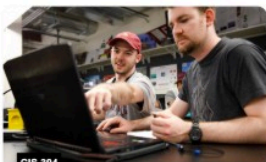


ENG 102

Online English Composition II

First-Year Composition

Critical reading and writing; emphasizes strategies of academic discourse. Learn how to effectively execute a research-based writing project from conception to finalization. Course duration: On-demand, 8 or 12 weeks. Credits available: 3.



CIS 394

Online IT Security in Organizations

Introduction to IT Security in an Organization

Gain a deep understanding of computer security and how to prevent the most commonly used computer attacks. Course duration: On-demand. Credits available: 3.



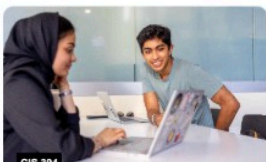
CIS 394

Online Cloud Architecture

Cloud Architecture

Learn the fundamentals of building IT infrastructure on Amazon Web Services (AWS). Course duration: On-demand. Credits available: 3.

On-demand: Enroll anytime



CIS 394

Online Cloud Analytics

Cloud Analytics

Learn the fundamental tools required for Data Analytics using AWS Cloud. Course Duration: On-demand. Credits available: 3.

On-demand: Enroll anytime



FIN 294

Online Personal Finance

Personal Wealth Management

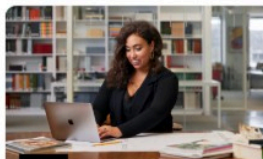
This course provides a comprehensive introduction to personal finance and focuses on topics which are important to the financial health of young Americans. Course duration: 8 weeks. Credits available: 3.



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Figure 2
Arizona State University Dual Enrollment Sampling of Courses
<https://courses.ulc.asu.edu/>

 CIS 405 Online Business Intelligence Business Intelligence Business Intelligence (BI) is a term describing a broad category of applications, technologies, architectures and processes for gathering, storing, accessing and analyzing data to provide business users with timely information to enable better insights into project and process management and evidence-based decision making. Course duration: On-demand or 8 weeks. Credits available: 3.	 COM 100 Online Communication Introduction to Human Communication Topics-oriented introduction to basic theories, dimensions, and concepts of human communicative interaction and behavior. Course duration: On-demand or 8 weeks. Credits available: 3. Session-based: Next start date: 05/20/2025	 COM 225 Online Public Speaking Public Speaking and Presentations Learn about verbal and nonverbal communication in platform speaking. Discussion and practice in vocal and physical delivery and in purposeful organization and development of public communication. Course duration: 8 or 16 weeks. Credits available: 3. Session-based: Next start date: 08/19/2025	 FSE 100 Online Engineering Introduction to Engineering Introduces the engineering design process; working in engineering teams; the profession of engineering; engineering models, written and oral technical communication skills. Course duration: 16 weeks. Credits available: 2.
 CSE 110 Online Programming Principles of Programming Concepts of problem solving using an object-oriented programming language, algorithm design, structured programming, fundamental algorithms and techniques. Course duration: On-demand, 12 or 16 weeks. Credits available: 3. Session-based: Next start date: 05/20/2025 On-demand: Enroll anytime	 ECN 211 Online Macroeconomics Macroeconomic Principles Introductory course in macroeconomics. Topics include the measurement and modeling of output, national income, inflation and unemployment; the determinants of cross-country differences in income; the functions of money and the banking system; the causes of and policy responses to recessions; the effect of monetary and fiscal policy on interest rates and national income. Course duration: 8 weeks. Credits available: 3.	 ECN 212 Online Microeconomics Microeconomic Principles Introductory course in microeconomics. Topics include marginal analysis; international trade; supply and demand analysis; market efficiency; basic welfare analysis of market interactions and government intervention; the theory of firm production and costs; profit maximization in different market structures; consumer choice. Course duration: 8 weeks. Credits available: 3.	 HCR 210 Online Ethics in Healthcare Ethics for the Health Care Professional Understand healthcare ethics emphasizing analysis and ethical decision making at clinical and health policy levels for healthcare professionals. Course duration: On-demand or 8 weeks. Credits available: 3.
 HST 100 Online Early Global History Global History to 1500 Survey human origins; early civilizations in Africa and Eurasia; the ancient Mediterranean; the pre-Columbian Americas; the rise of Islam and Muslim empires; medieval Europe; the Indian sub-continent and imperial China, to 1500. Course duration: On-demand or 8 weeks. Credits available: 3.	 HST 101 Online Modern Global History Global History since 1500 Survey Africa, the Americas, and Eurasia; changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women. Course duration: On-demand or 8 weeks. Credits available: 3. Session-based: Next start date: 06/17/2025	 HST 102 Online European History Europe and the Mediterranean: Ancient and Medieval Origins and development of European societies and institutions from the ancient world through the Middle Ages. Course duration: 8 weeks. Credits available: 3. Session-based: Next start date: 05/20/2025	 HST 109 Online American History United States to 1865 Explore the people, events, ideas, and places that have made American history, from the powerful Indigenous societies that shaped the continent to the closing days of the Civil War. Course duration: On-demand or 8 weeks. Credits available: 3.

The Bright Thinker's K-2 Phonics program is firmly grounded in the Science of Reading and based on the Orton-Gillingham approach. Students develop language processes necessary for reading fluently and writing effectively by building a strong foundation in phonological awareness, decoding, handwriting, and spelling. Daily formative assessments



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and weekly summative assessments empower teachers to: monitor student progress and identify areas for additional support. Each student demonstrates mastery of key learning-to-read skills and concepts before the next level.



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The Phonics program's decodable readers are practical tools that help children engage in reading.

- Readers feature simple text with engaging characters.
- Each reader reinforces Phonics Lesson sounds and words.
- Phonics Units show students when to use each reader.
- Phonics Units provide pre-reading activities to review reading rules or introduce tricky words, and post-reading questions to ensure comprehension.



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Amira Learning is an AI-powered reading program designed to support students in grades K-3 in developing strong literary skills through personalized, research-based instruction. The program includes a diverse library of decodable texts and interactive activities. By listening to students read aloud, Amira provides real-time feedback and targeted interventions, effectively acting as a one-on-one reading tutor. As a result, students build confidence and a love of reading.

Some of the program's key features include personalized tutoring, dyslexia screening, engaging content, and teacher support. Amira Learning is a personalized tutor that adapts to each student's reading level and needs by delivering 40 micro-interventions aligned with the Science of Reading. These interventions cover phonological awareness, decoding, and fluency, ensuring students receive instruction tailored to their specific challenges and strengths.

Amira Learning also includes an accurate dyslexia screener that can quickly identify at-risk students by assessing key indicators with 98% effectiveness. Teachers can utilize the data to provide early interventions for students.

Teachers can analyze real-time data, highlighting each student's strengths and opportunities for growth. This allows teachers to make data-driven decisions and provide targeted interventions.

Several case studies support the opinion that Amira Learning is an effective reading program supporting students' mastery.

Social-emotional needs are also met by allowing students the flexibility of learning at their own pace, thereby alleviating the pressure of keeping up with a set classroom pace that may not support them, and highlighting the value of a mastery-based learning environment. Students who are more skilled or have prior knowledge may proceed more quickly in areas where they have a strength. Students who need more time to grasp academic concepts are encouraged to do their best, but can work at their proficiency levels and proceed as they are capable. Teachers monitor each student's work directly and through an extensive data-driven dashboard. Any concerns that arise are addressed accordingly.

Getting to know the whole child is integral to academic success. The platform provides extensive data, which teachers use to make data-driven decisions for their students. A student's preferential approach to learning can increase engagement with the content. Thus, teachers use a child's learning preference to effectuate successful learning outcomes.

Student-to-student collaboration is also encouraged in addition to the individualized approach with each of their content teachers. The courses utilize a blend of teaching methodologies to differentiate learning and provide the students with a more engaging online learning environment. Some critical learning methodologies are Blended, Student-Centered, Project-Based, Experiential, Personalized, Collaborative, Flipped, and Gamification.



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Within the varied activities in each course, there is an intentional focus on several key competencies and skills to prepare students for future academic and professional success. Collaboration and teamwork are essential in both online and in-person settings, as many colleges, universities, and workplaces offer a mix of options. At Arkansas Virtual Tech Academy, students will have the unique opportunity to practice working effectively in small and large groups. The various forms of engagement and work presented will provide students with opportunities to master collaborative online tools while developing critical thinking skills. This increases awareness of best practices and modern online tools, encouraging students to work effectively in diverse groups while emphasizing communication and shared responsibilities, and fostering digital literacy and global awareness skills. Engaging with other students from around the state is an opportunity many students might not currently have. Exposure to a diverse population can foster emotional intelligence skills, a strong predictor of workforce success, as they navigate new friendships while being exposed to character-based digital learning options with ample opportunities for practice, deep learning, and proof of mastery.

Although the program promotes self-directed learning, it takes place within a safe, internal, and supportive online community where students can develop ethical decision-making skills while being guided by supportive and watchful staff. By having support structures in place, such interactions can help them develop verbal and written communication proficiency, presentation skills, and active listening skills. Gaining communication skills online and in person with their learning coaches is invaluable to any setting they encounter now or in the future. The tools to which they will have access will also enable them to showcase their creative and innovative skills.

Understanding where quality information comes from allows individuals to contribute to the existing body of knowledge. To that end, each course emphasizes the importance of researching, evaluating, and utilizing information while recognizing potential bias. Research and information literacy skills will serve students well as they navigate the extensive information available.

The skills and knowledge gained through this well-designed program begin and end with all community members embracing a growth mindset. Adapting to new ways of thinking, learning, and collaborating fosters another vital skill: adaptability. This understanding of metacognition will prepare students for success at Arkansas Virtual School and beyond.

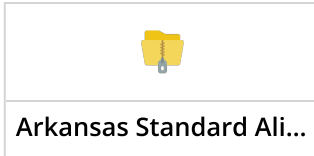
Please refer to the zip file containing a sampling of Arkansas's Bright Thinker course alignments.
(https://drive.google.com/drive/folders/1I8Y8zcLtVoZWN1O8IICDyvLmEWWdall1?usp=drive_link)



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Q16. A.4 Academic focus Describe the professional learning opportunities and support provided to educators to implement the described academic plan.



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AVTA believes in the power of mentorship and coaching. As part of their professional development journey, new staff will have the opportunity to work with experienced teachers through a mentoring and coaching program. This is accomplished in several ways, including participation in a *Professional Learning Community (PLC)*. This time is used for teachers to collaborate and share best practices in various content areas, as well as helpful instructional and virtual classroom strategies. The PLCs have proven to help foster a culture of continuous improvement.

All staff will be encouraged to participate in self-paced, online course offerings. They can also refer to the many available resources through a resource portal. Although the teachers work remotely, they are encouraged to attend conferences and workshops (both online and in-person) to gain insights from experts, connect with colleagues, learn new teaching techniques, and stay up-to-date with best practices.

The school will also encourage specialized staff training for those who specialize or want to enhance their knowledge in areas such as special education and English language acquisition. In these more focused training sessions, teachers learn how to tailor instruction to a student's specific needs, how to provide support through scaffolding, and about the latest resources and best practices. Teachers will also focus on literacy instruction in all areas and how to work with specialists to leverage a collaborative environment.

The PD Plan for ELs focuses on equipping educators with the knowledge and skills to support ELs in their learning journey effectively. This plan includes topics such as second language acquisition principles, differentiated instruction, and strategies for developing academic language proficiency. It should also address the unique needs of different EL subgroups, including students with interrupted education, and the importance of cultural responsiveness in the classroom.

Arkansas Virtual Tech Academy believes in getting to know each student to ensure their success. This holistic approach helps develop relationships and provides staff with insight into how to best support students and their families. One way to achieve this is by ensuring the classroom is culturally responsive, which will help foster a positive and inclusive learning environment. Staff will also ensure that families receive the necessary information and resources to support their child's learning while fostering a strong school-home partnership. Teachers will also receive training on providing students with opportunities to develop their social-emotional skills, which is crucial for fostering a sense of belonging and ultimately enhancing their success.

Professional development for educators will be continuous, high-quality, and data-driven. Teachers and staff will participate in evidence-based workshops led by external experts and knowledgeable professionals within the school community. PLCs will be used to collaborate around student data, instructional practices, and shared challenges. Teachers will also engage in peer observations, coaching, and mentorship to promote growth and reflective practice. Staff will be well-versed in data analysis to monitor student outcomes and guide instructional decision-making, ensuring sustained growth and improvement across all grade levels.



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Start-Up Period (Pre-Service / Summer PD Weeks)

Timeframe: June–August

Audience: All Academic Staff (Teachers, Counselors, Special Educators, Engagement Specialists, Leadership, etc.)

Core Content:

- Staff Orientation
- New Hire Role-Based Onboarding (Teacher, Counselor, SpEd, etc.)
- State-specific compliance trainings (e.g., Responsive Learning for TX staff)
- Systems & Tools: Genius SIS, BrightThinker, NWEA, Google Suite, Let's Talk, Pathful
- Family Communication Expectations
- Accessibility & Inclusion Best Practices
- Summer PD Week Sessions (live and asynchronous) covering:
 - Customer Service in a Virtual Setting
 - Engaging Students in Asynchronous Learning
 - Conflict Resolution
 - Data-Driven Intervention
 - SPED Meeting Etiquette
 - Leadership Development
 - Creative Planning & Student Engagement

First Month of School (Tentative Plan)

Audience: All Academic Staff (Required for new hires; recommended for returning staff)

Core Content:

- Mentor check-ins and classroom coaching (Weeks 1–6 for new teachers)
- Onboarding follow-ups in BrightThinker or Genius (based on role)
- Targeted PD based on early student data and platform usage
- Live PLCs (Professional Learning Communities) and department meetings
- First 30 Days of Communication & Engagement Training

Month 2–3 (Tentative Plan)

Audience: All Academic Staff

Core Content:

- Embedded PD during PLCs (topics based on walkthrough/observation trends)
- Data Review Workshops (student progress & pacing)
- Intervention strategy PD (Tiered support + documentation)
- Coaching sessions based on needs (classroom mgmt., feedback, tech tools)
- Optional micro-courses for enrichment (SEL, trauma-informed practices, etc.)

All asynchronous trainings remain available on demand year-round in our LMS, so staff can revisit content as needed or access it if they join mid-year.

Please Refer to Appendix 2: Regarding Q16. A.4 Academic Focus



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Appendix 2_ Regardin...

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Q17. A.5 Academic focus Explain the proposed master schedule. Describe why this schedule will be optimal for student learning. Summarize how the school will plan time for teacher development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities.



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AVTA's school year will follow the traditional school calendar pursuant to Ark. Code Ann. § 6-10-106 uniform dates for beginning and end of the school year and adhere to all attendance and instructional hour requirements outlined in state law regarding school instructional time requirements. **Specifically**, as mandated by DESE, the school will comply with the minimum of 178 instructional days and at least 1,140 instructional hours per school year. Please refer to the attached sample calendar for the proposed school schedule.

The flexible and student-centered sample calendar and daily schedules reflect the specific and unique needs of historically underserved populations and students who need adaptable schedules due to personal circumstances.

The schedules focus on core academic instruction in various ways, starting with live lessons. This teaching methodology fosters an inclusive and supportive environment while allowing for social interaction, discussion, and teacher support. Teachers can schedule the live lessons in small or large groups to ensure differentiation.

The schedules align well with a family's needs by offering flexible scheduling options. Asynchronous opportunities, such as workbook time, offer a framework for completing assignments. Still, the flexibility can benefit students who need to attend to family and work responsibilities, medical needs, or want to complete tasks at their own pace.

The schedules are also *equity-centered*. Underserved students without transportation or time are less likely to attend after-school extracurricular activities such as dance, art, or music lessons. By offering a variety of creative and motivating courses, such as theater, physical education, music, and art, all students can explore different disciplines and enjoy these creative outlets.

World languages are an essential part of a school's curriculum, but are not readily available at all schools. Students unfamiliar with other languages and cultures can explore beyond their borders, which can benefit them in real-world situations and increase their likelihood of securing better postsecondary opportunities.

Non-academic time is equally vital to student success, especially during structured advisory time. This time can allow students and adults to build a supportive community. Students who lack strong mentors to provide guidance outside of school can particularly benefit from advisory periods. Having a designated time to meet with a counselor when they need to discuss challenging issues or require social-emotional support can benefit all students.

AVTA strongly emphasizes internal growth and professional development, which are directly tied to employee performance. We actively identify and support high-performing individuals, including teachers, who demonstrate potential and interest in growth opportunities. These paths are explored and evaluated for mutual fit during regular performance reviews (People Analyzers, Teacher Observations). Furthermore, the ongoing "Leadership Development Series," launched in January 2025 and continuing throughout the year, targets managers and high-performing employees for future leadership roles.



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As shown in Appendix 2A, the student and teacher schedules allow for professional development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities, thanks to the reserved time built into the schedules to ensure support is provided. Additionally, teachers work closely with the Engagement Team and Counselors to ensure that students receive the wraparound services they need to continue progressing in their academic and social journeys.

Please Refer to Appendix 2A: Regarding Q17. A.5 Academic Focus

Applicant Evidence :



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by **Bernadette Ortiz-
Brewster**

Q18. A.6 Academic focus Upload a copy of the proposed annual academic calendar and proposed master schedule.

☒ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

Master Daily Schedules

Students can complete their coursework at their own pace and at a time that suits them best. For example, if they prefer to work early or late in the afternoon, they can log in at any time because the courses are accessible 24 hours a day, 7 days a week. This flexibility is invaluable because it accommodates students who require more or less time to grasp a particular concept. It also allows students to pursue other interests, attend medical appointments, better navigate personal life challenges, or continue professional training or a career. Although this asynchronous model provides for considerable flexibility, all stakeholders recognize the importance of maintaining a reasonable pace, ensuring that students complete courses by the end of the semester or school year. I've attached the documents for the 2026-27 AVTA Academic Calendar and Daily Student Schedules.

Please Refer to Appendix 3: Regarding Q18. A.6 Academic Focus

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Applicant Evidence :

	
2026-27 Arkansas Aca...	Appendix 3_ K-12 Dail...
Uploaded on 6/10/2025 by Bernadette Ortiz-Brewster	Uploaded on 8/8/2025 by Bernadette Ortiz-Brewster

Q19. **B.1 Academic Performance** Explain the process for setting, monitoring, and revising academic performance Include in your response how the proposed school will use data to improve instruction, inform professional development, and evaluate curriculum.



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Arkansas Virtual Tech Academy's Assessment Philosophy

At AVTA, assessments are an ongoing process supporting teaching and learning. Our philosophy emphasizes the importance of assessments in building student self-awareness, promoting content mastery, and informing effective instruction.

AVTA believes that students must understand the purpose of assessments and learn how to analyze their performance data. By empowering students to take an active role in their education, we will help them become college and career-ready.

The assessment strategy used in the program not only informs the teacher but also trains the student to understand the importance of formative and summative assessments. Students will encounter two to three individual lessons as they progress through a unit. Upon completion, they must take a quiz to determine if they have mastered the concepts. They are then given immediate feedback and alerted to areas of weakness. Students are taught to analyze those areas and review. As students progress through the lessons, activities, quizzes, and master areas of weakness through review, they are presented with a practice test. At this time, students are invited to evaluate themselves, encouraging self-reflection, at which time the teacher will determine if the student is ready to take the unit test. A student will have access to the next unit upon successfully completing the unit test. The program ensures a consistent design throughout the course to enhance each student's familiarity with the units.

The academic program's assessment strategy is embedded throughout the education program through a spiraling curriculum that consistently assesses student learning while collecting real-time feedback from students and families. The asynchronous learning model allows for a variety of activities to continuously assess student learning through formative and summative assessments. Teachers and support staff also monitor student progress via data-rich dashboards, reports, and other sources that collect data points regarding students' grades and experiences with the activities as they progress through the courses.

Data Gathering & Reporting Tools

A suite of powerful tools, including Tableau, Microsoft Excel, and Google Sheets, is used to analyze data and generate comprehensive reports. Each tool has unique data handling, visualization, and reporting capabilities.

Tableau is the primary tool for data visualization. It allows staff to create interactive dashboards that present complex data in an accessible visual format. This tool enables staff and stakeholders to monitor key performance indicators, identify trends, and track student progress at both aggregate and individual levels. Tableau's intuitive interface and advanced analytics make it invaluable for turning raw data into actionable insights, supporting data-driven decision-making across our educational programs.



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Microsoft Excel and Google Sheets are used for detailed data processing, analysis, and advanced calculations. With its extensive formula options, pivot tables, and data modeling capabilities, Excel allows staff to analyze student performance, attendance, and engagement metrics.

The SIS and LMS also include standard and custom reports developed to provide timely and actionable data. Tableau, Excel, and Google Sheets offer a comprehensive framework for collecting, analyzing, and reporting data. This ensures staff can effectively monitor and respond to student and school performance metrics.

Q20. B.2 Academic Performance Describe the grade-level promotion/retention policies for students.



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Matriculation, Promotion, Retention Policies, and Stakeholder Communication

Students will matriculate through grade levels in accordance with clearly defined academic and attendance benchmarks aligned with Arkansas state standards. Promotion decisions will be based on academic achievement or proficiency measured by a combination of criterion-referenced or state-mandated assessments, formative and summative assessments, course completion rates, attendance, and teacher evaluations.

Promotion criteria will include:

- Demonstrated mastery of core content areas with a minimum passing grade of 70%.
- Satisfactory progress on individualized learning plans.
- Regular and substantive participation in the virtual learning environment
- Completion of required coursework as outlined in the school's pacing guides.
- Course credits shall earn grade-level advancements for students in grades 9-12.
- To earn credit in a course, a student must receive a grade of at least 70% based on course-level standards.
- A student in grades 9-12 will be advanced to the next grade level based on the number of course credits earned.
- Students will also have multiple opportunities to retake EOC assessments.

Grade Point Average:

GPA is calculated based on a 4.0 scale, and dual credit courses will carry a weight of 4.5.

Course Completion:

To complete a course, students must meet specific criteria, including mastering the course objectives, achieving satisfactory assessment performance, and completing all required assignments and projects. Completion policies will be clearly outlined at the beginning of each course.

Credit Recovery:

Some students may need to recover credits (KA courses). After their transcripts have been reviewed, counselors enroll students in these courses. These courses allow students to recoup credits that they previously attempted but failed the entire course or a portion of it.

Retention:

Retention will be considered only after a thorough review of the student's academic performance, attendance data, teacher input, and family consultation. An educational intervention plan will be developed for students not meeting grade-level expectations. This may include additional instructional support, tutoring, and modified curriculum pacing. The school administration, instructional staff, and the student's family will make retention decisions collaboratively.



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Stakeholder Communication

All policies regarding promotion and retention will be included in the student and parent handbook, which is shared at enrollment and is available on the school's website throughout the year. Additionally, during orientation sessions, school counselors and staff will provide detailed overviews of academic expectations and progression criteria. Throughout the year, stakeholders will be kept informed via:

- Regular parent-teacher conferences
- Quarterly progress report and report cards
- Notifications through the learning management system
- Ongoing communication via email, newsletters, and school portals

Families will be involved early in discussions about academic concerns to ensure transparency and support planning. Our approach emphasizes collaboration and early intervention to support student success and smooth matriculation through all grade levels.



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4. Student Services and Special Populations

Q21.

A.1 Explain the proposed charter school's Multi-Tiered System of Support (MTSS) or similar intervention service models. Please include a description of the model, data, and components that will help ensure students receive high-quality instruction.



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The (MTSS) is embedded in Stellar Virtual's holistic instructional school model. The RTI² framework is one of the staff's many strategies to meet each student's unique needs under MTSS. The high-quality, standards-aligned courses, differentiated instruction, engaging online resources, robust progress monitoring tools, and strategic intervention foster academic success for all students.

MTSS allows for the identification, monitoring, and support of students at risk of retention, dropping out, or not meeting graduation requirements. This approach integrates academic, behavioral, and socio-emotional supports designed to provide targeted interventions in a timely and equitable manner.

AVTA strongly believes that a community must ensure every student's success. Therefore, the school team adopts a whole-school approach to ensure that all students are well-supported, with particular attention to their circumstances, academic progress, and social-emotional needs.

Each department provides leadership in its respective areas while collaborating and working with the other teams. For example, support focus begins when a student enrolls in school. The school staff analyzes a student's personal, academic, social-emotional, and areas of need using anecdotal data, official school records, and IEPs or 504 plans. Appropriate staff members are then alerted and become part of the family's support system. They have frequent discussions to ensure that the student begins the school year confidently and maintains that interaction as needed throughout the school year.

Like all school staff, students can access the secure and user-friendly LMS to begin their courses. If a student has been identified as needing support, each teacher has access to secure, real-time information regarding any required support services. The teachers also have access to resources on the platform to provide additional or alternative materials to be incorporated into the students' courses. This ensures all stakeholders have transparent and clear information to make data-driven decisions in the student's best interest.

The *Activation and Engagement Team* offers an additional layer of support. They conduct regular data-driven analyses by monitoring students' academic progress and analyzing and interpreting the data to identify patterns, allowing for proper interventions or adjustments to be made to support students. They also schedule support sessions with families and implement academic intervention strategies when needed. Additionally, the Director of Academics reviews performance metrics to gain insight into trends and their alignment with school goals.

The community approach to student success also includes their families. Therefore, students and their families can engage in various virtual clubs, social events, and activities. For example, Parent University is an initiative designed to equip families with essential tools and knowledge to support their students' education. Offering biweekly live sessions covering a variety of topics, including "Social-Emotional Learning," "Understanding Your Child's Learning Style," and "College or Career Readiness," the program facilitates parental engagement and collaboration. Hosted by the Engagement Team and



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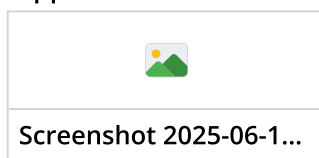


featuring experienced guest speakers, these sessions create a supportive community where parents can share tips and personal experiences. The following is an example of one of the many communications that will be sent out to parents regarding Parent University.

"We invite all parents and guardians to participate in upcoming sessions and work together to empower our families for success! To register for upcoming sessions or request a recording to view independently, please see our Parent University Registration Form."

Please Refer to the Attached: Intervention Plan

Applicant Evidence :



Uploaded on **6/10/2025**
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Brewster

Q22.

A.2 Describe how the charter school intends to identify, evaluate, and appropriately place exceptional students with disabilities in the most appropriate educational setting.



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Special Needs/Homebound

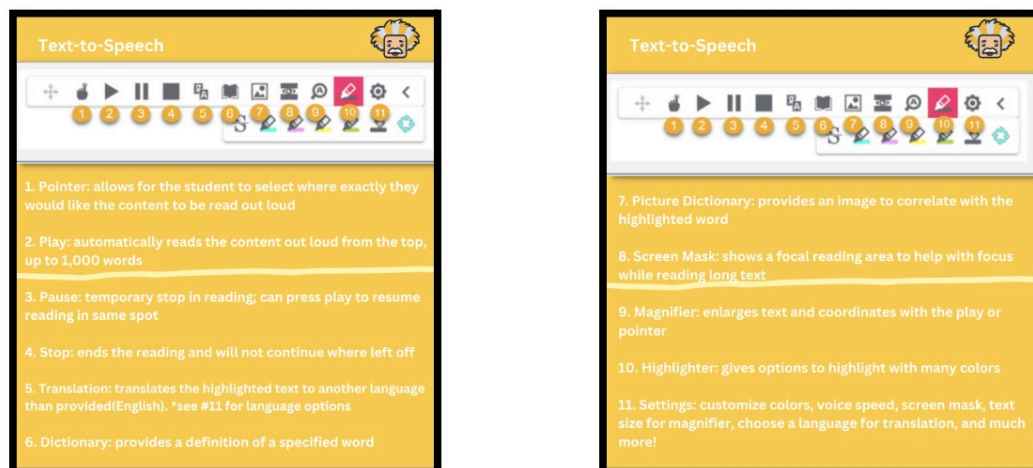
AVTA is committed to serving students in compliance with Section 504 of the Rehabilitation Act and other relevant laws and policies that support individuals with special needs.

The school will have the resources to provide in-house and outsourced support services when needed. When feasible, the school will partner with outside providers for occupational physical therapy and contract with specialists, including licensed school psychologists and experts in visual and auditory impairments. The school will also employ an in-house state-certified speech-language pathologist.

The school's IEP/504 planning process is designed to ensure that students with disabilities receive a Free Appropriate Public Education. The school's collaborative approach involves evaluation, personalized planning, and regular reviews to facilitate students' educational progress and successful transitions into adulthood.

The LMS will also be instrumental in providing students an equitable online experience through tools such as a virtual highlighter, an answer eliminator, and text-to-speech. See Figure 11 for a list.

Figure 11. Helpful Tools



Staff will receive comprehensive teacher training on critical topics, including Child Find, FERPA, confidentiality, data security, mandatory reporting, suicide prevention, and the McKinney-Vento Act. Staff will also have access to the school's documents, which outline processes and procedures related to special populations.

Tutoring Services



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Teachers support students in various ways. Sometimes, students require additional academic, social, and emotional support outside of traditional school hours. To address these needs, the school will offer a specialized tutoring service.

The Stellar Academic Support (SAS) Tutoring Room will be available every Thursday evening, 5-7 PM. This virtual support space is open to all K-12 students through a link shared in community newsletters and prominently displayed on the landing pages of teachers, counselors, and grade-level supervisors. Students can join the room to receive academic assistance. The SAS room will also have counseling and staff from special populations available for further support. During the final three weeks of each semester, the tutoring room will extend its availability from 9 AM to 5 PM and remain open until 10 PM on the last day of each semester. During this critical period, night support will also be offered on Tuesdays and Thursdays.

Social-emotional skills, activities, and training will also be offered. These life skills support a person's social and emotional growth. Each month, counselors present a different skill to both parents and students. Some topics will include self-management, relationship skills, and goal-directed behavior.

Counselors will also hold weekly office hours for our students to discuss topics. The Pathful plan enables students to cultivate a habit of self-inquiry and reflection, creating a future path that is as unique as they are. Topics covered include grief, anxiety, testing anxiety, study skills, anger, and emotional regulation.

Through these efforts, the school remains committed to ensuring that all children with disabilities receive the equitable and essential support and services they need to thrive in their educational journey, in compliance with applicable state and federal laws.

Please Refer to the Attached: Arkansas Virtual Tech Academy's Procedure for Receiving and Implementing IEP and 504 Plans

Applicant Evidence :


Arkansas Virtual Tech ...

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by **Bernadette Ortiz-
Brewster**

Q23.



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A.3 Describe how the school will meet the needs of English Language Learners (ELL). Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.



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AVTA is committed to meeting the needs of English Language Learners through a school-wide, evidence-based plan aligned with state and federal regulations. AVA's approach ensures early identification, appropriate placement, targeted instruction, and family engagement.

Students are identified upon enrollment using the Home Language Survey. Students are assessed for English proficiency if a language other than English is indicated. AVA will establish a Language Proficiency Advisory Committee comprising an administrator, an ELL teacher, a content area teacher, a parent representative, and a service delivery coordinator to review results, ensure timely placement, and monitor compliance with all requirements.

ELL services are delivered using a pull-out model by certified ELL or dually certified teachers. Students receive instruction through dedicated ELL courses or integrated support in ELA classes. Instruction is differentiated and includes scaffolding strategies such as visuals, sentence stems, paragraph frames, and pre-teaching vocabulary. AVA's curriculum and embedded programs, such as *Thinkverse*, provide built-in accommodations and scaffolds for language learners. Amira, grounded in the Science of Reading, further supports early literacy development, while adaptive tools like iExcel support progress in reading and math.

ELLs are monitored through ELPA21 and ongoing formative assessments. Students nearing reclassification receive targeted support from ELL specialists, who monitor data weekly and collaborate with teachers to ensure that accommodations are implemented. These include visuals, slowed-down instruction, repeated directions, and simplified texts. Accommodations are uploaded into the Genius system, ensuring alignment across all educators.

Newcomers receive tailored support during their first three years, including navigation of the digital platform and structured routines that translate into readiness for state testing. AVTA employs ELL specialists to oversee long-term and newcomer student success, continually evaluating performance and instructional alignment.

Family engagement is a key component. AVTA provides translated materials and communications, bilingual support, and Parent University sessions to build understanding of ELL services, state testing, and student progress. Resources include short videos and practical tips in both English and Spanish. AVA prioritizes strong home-school communication and cultural responsiveness to foster inclusion and trust.

All ELL instruction is rooted in evidence-based strategies and supported through ongoing professional development. Teachers are trained in culturally responsive teaching, Universal Design for Learning, data-driven instruction, and best practices for working with ELLs. The school also fosters a learning environment that encourages student voice and confidence in language use.



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Through structured identification, differentiated instruction, multilingual communication, and proactive monitoring, AVTA ensures ELLs receive the support they need to succeed academically and linguistically. The school is fully prepared to meet all state requirements and remains committed to continuous improvement in serving its diverse student population.

Q24.

A.4 Describe how the school will meet the needs of gifted and talented students. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.



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Advanced Learners

The school has an established process and program that meets the needs of advanced learners. The program will be tailored to the school's needs and aligned with statutory requirements.

Gifted and talented students require a unique academic environment that meets their learning needs, enabling them to make continuous progress. The school will provide the following recommendations:

- A curriculum that will challenge them
- Enrichment
- Accelerated learning opportunities
- Internships
- Focused career pathways
- Appropriate social and emotional support

The school will establish a Gifted and Talented Placement Committee, comprising certified teachers specializing in gifted education, internship opportunities, special education, or English Language Learner (EL), many of whom also serve as administrators. Each spring, the committee will hold an informational meeting to educate community members about the gifted and talented program, including the referral process and the three-week window for referrals. Teachers and family members will be invited to nominate students for gifted and talented testing during this period.

Gifted screening will be conducted in the spring, reviewing all recommendations for each nominated student. Exceeding district requirements, the school will administer the Naglieri Nonverbal Ability Test (NNAT3) in conjunction with additional quantitative and qualitative assessments, including the Cognitive Abilities Test (CogAT) and the NWEA MAP (Measures of Academic Progress). Placement decisions will be finalized by March for Kindergarteners and April for students in grades 1-12.

Advanced learners require services delivered by well-trained teachers who can both challenge and support them, enabling them to develop their gifts and talents fully. To meet this need, the school will offer a teacher-directed pull-out program organized into two groups: K-5 and 6-12. Each group will receive 30 minutes of instruction per week. Additionally, highly capable juniors and students on track to graduate will meet with the internship coordinator to explore their interests. Once matched with an opportunity, students will apply their advanced skills and interests in a real-world setting.

Student achievements, progress, and growth are celebrated during showcase events at the end of each semester, allowing students to share their work with the school community. In addition to projects, internships are also highlighted during these events, enabling students to showcase valuable hands-on experience and demonstrate personal and academic growth.



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This program is designed as an ungraded, enrichment-based experience that fosters student growth. While teacher feedback is provided to guide and encourage development, no letter grades or course credits are assigned. Figure 12 is an example of a showcase challenge and a student presentation.

Figure 12. Showcase Challenge and Student Presentation

Texas Getaway to a Historic Landmark

Students were tasked with researching a historic landmark in Texas and planning a trip. Some of the components of the project included developing a budget and an itinerary for their "visit" to the landmark. The work you see here is the culmination of their research and the digital products (comic strip, postcard, and Yelp review) the students made to showcase what they learned about their destination.

Please be sure to visit the Padlet link on the last slide to leave us some feedback.

Ayden Alvarado

The Alamo

My family and I took a trip to the Alamo and took a self-guided tour inside. Some parts of the inside are blocked off so that they don't get damaged, but we were still able to see a good portion of the Alamo. Also, we were able to see the monument setup to commemorate all of the soldiers who sacrificed their lives at the battle of the Alamo in 1835. Overall, we had a good time walking through the Alamo, and I'd recommend it to my other friends and family.

Greetings from THE ALAMO

Dear Grandma,

After a brief ride to San Antonio, me and my family went onto the riverwalk cruise and ate a Mexican cuisine for dinner. The next day, we visited the Alamo and took a neat self-guided tour and visited Ripley's Believe It or Not. The next day we packed up and drove back home. In my opinion, the highlight of the trip was seeing the inside of the Alamo for the first time.

Ayden Alvarado
1234 Travel Street
Adventure, USA
98765

Q25.



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A.5 Describe how the school will meet the needs of students at risk of academic failure. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.



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Student Support Services

The AVTA Board firmly believes that a community must ensure every student succeeds. Therefore, the school will take a whole-school approach to ensure that all students are well-supported and that their personal, academic, and social-emotional needs are taken into account.

The Engagement Team monitors students' academic progress and provides support to those who are struggling academically. They will schedule support sessions with families and implement academic intervention strategies when needed. The Engagement Team will analyze class data as another support layer. Additionally, the Director of Academics will review performance metrics to provide insight into trends and their alignment with school goals.

Addressing student academic underperformance requires a multifaceted approach. The methods outlined below will be implemented and phased in robustly over time.

1. Use standardized exams to pinpoint specific learning gaps
2. Implement frequent formative and summative assessments to track student progress and identify areas that require additional support.
3. Teachers will closely monitor student behavior and engagement in the classroom, noting signs of challenges that students encounter.
4. Teachers will incorporate interactive activities, group projects, hands-on learning, and project-based learning activities.
5. School community employees will establish positive relationships with students to create a sense of trust and support.
6. Conduct assessments and determine students' unique learning styles and needs, such as learning disabilities, lack of basic skills, poor study habits, emotional or social issues, lack of motivation, and other environmental factors.
7. Provide access to resources such as counseling, tutoring, academic advising, special education services, English as a New Language services, and other services/interventions as needed.
8. Provide timely and constructive feedback to help students understand their progress and areas for improvement.
9. Involve parents and guardians by maintaining open communication, sharing information, and collaborating on strategies.

If a student is over the age of 18, the school will help facilitate summer school or another semester of high school. Another option is to help the student obtain a GED or work with them to develop workforce skills as part of an individualized student plan with counselor support.

Credit Recovery

Some students may need to recover credits. In this case, a counselor will enroll students in these courses after reviewing their transcripts. These courses are designed to help students recoup credits for courses they previously attempted but did not pass, either in whole or in part.



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Q26.

A.6 As required by Ark. Code Ann. §6-41-603, all charter schools are required to screen every student in kindergarten through grade 3 (K-3) and those in grades 3-12 who experience difficulty with fluency using a high-quality, evidence-based screener approved by the Division of Elementary and Secondary Education. Screeners should use the Arkansas Literacy screening assessment in their evaluation. In addition to the screening requirements, describe how the school will provide literacy intervention and dyslexia services for identified students.



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In alignment with Ark. Code §6-41-603, Arkansas Virtual Tech Academy will implement a comprehensive, evidence-based screening and intervention framework explicitly designed to support the literacy development of Arkansas students, particularly those exhibiting characteristics of dyslexia.

All K-3 students will be screened using AIMSweb, a Division of Elementary and Secondary Education (DESE)-approved universal screener. This screener assesses key foundational literacy skills required by state law, including phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and language comprehension. For grades 4-12, students identified as exhibiting fluency or spelling difficulties will be screened using i-Ready, another DESE-approved tool. These assessments will be conducted at multiple points throughout the year.

When a student shows early signs consistent with dyslexia, AVTA will:

- Notify parents/guardians of screening results;
- Provide resource materials on dyslexia;
- Offer tiered dyslexia-specific interventions through the school's RTI² framework; and
- Closely monitor progress using tools aligned with Arkansas's Dyslexia Resource Guide.

A school-based problem-solving team, including trained interventionists and administrators, will be convened to review screening and progress data and design individualized support plans. These plans are regularly reviewed and adjusted to ensure responsiveness to each student's literacy development.

AVTA's literacy support is delivered through a tiered model:

- Tier 2 (targeted): For students scoring below the 40th percentile, 60 minutes of synchronous, small-group instruction weekly and bi-weekly progress monitoring.
- Tier 3 (intensive): For students scoring below the 25th percentile or not making adequate progress in Tier 2, 90 minutes of live, small-group instruction weekly and weekly progress monitoring.

Interventionists will use multisensory, structured literacy approaches rooted in the Science of Reading and aligned with Arkansas academic standards. Core ELA instruction is provided through Bright Thinker, which offers scaffolded, evidence-based literacy content. AVTA's continuous assessment model identifies learning gaps early using formative and summative data, including i-Ready benchmarks and classroom performance.

Instruction is customized using RIT scores to organize flexible Tier 1 groupings, with adjustments made following MOY and EOY assessments. Data-driven instruction and individualized learning plans are standard for all students receiving intervention.

To ensure equitable access to services across the state, AVTA provides wraparound supports, including SEL-based counseling, access to specialists, and regular family engagement through virtual communication and parent resources.



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AVTA is fully prepared to support Arkansas students in becoming proficient readers by using approved screeners, ensuring fidelity to state law, and delivering high-quality, research-backed literacy interventions.



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5. School Climate

Q27. A.1 Describe the intended school climate/environment. Explain how that climate will promote a positive academic environment and reinforce student intellectual and social development.

a. Include in your explanation how the climate for students, teachers, administrators, and parents will be established.

b. Include in your explanation how the school climate will be supportive of students with a variety of needs, including students receiving special education services, English language learners, gifted and talented students, and students who are at risk of academic failure.



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The school leader will guide the entire school community by setting expectations for clear academic assessment measures for students, staff, faculty, and administrators. The administrators and staff will conduct a thorough needs assessment to identify educational, social, and emotional priorities and address them promptly.

Central to this work is fostering a safe and nurturing environment for all members of the school community. The school leader will also set high expectations and promote rigorous, inclusive instruction that reflects the diverse needs and backgrounds of learners. The curriculum and assessments will be designed to be equitable and inclusive, and professional development for educators will be ongoing and aligned with the school's mission. *A welcoming and affirming educational environment will be cultivated for the entire school community* to ensure that every student feels seen, respected, and valued. Finally, strong community involvement will be prioritized, with meaningful engagement of families to build trust and reinforce a shared commitment to student success.

All students, regardless of achievement levels, will have equitable access to a rigorous curriculum and the scaffolds necessary to achieve accelerated proficiency levels and on-time graduation. For example, English language learners (ELLs) will be assessed using ELPA21 and receive instruction aligned to the WIDA ELD standards, ensuring multiple opportunities for English language development, content mastery, and support within an equity-focused framework. Students facing academic challenges will have access to a robust Multi-Tiered System of Support (MTSS) program, ensuring timely remediation and supporting academic progress. For students who require individualized instruction, an IEP will be developed to enhance learning further. Additionally, students with advanced abilities will have opportunities to participate in challenging programs that foster increased growth, ensuring all students reach their maximum potential.

The student code of conduct establishes guidelines for a positive and respectful learning environment.

- Students are expected to actively participate, be punctual, and come prepared for virtual sessions.
- Students are encouraged to engage with kindness, empathy, and tolerance.
- Proper online discussion and chat etiquette includes using appropriate language, refraining from disruptive behavior, and listening attentively to others.
- Harassment, bullying, or discrimination is strictly prohibited
- Students are expected to treat their peers and educators with respect, value diversity, and foster an inclusive community.

To support students' emotional well-being and readiness to learn, the school will use the CASEL framework to embed high-quality Social and Emotional Learning (SEL) into the curriculum. This will ensure students build critical life skills such as self-awareness, responsible decision-making, and relationship skills.

The school will offer several evidence-based parent programs to empower caregivers in supporting their children's learning.



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The school will offer robust after-school programs that provide academic support, homework help, and targeted tutoring services. These programs address both academic and social-emotional needs and have been proven to raise student achievement, improve test scores, and increase engagement.

Restorative practices will be embedded into the school culture through a data-driven, whole-school approach focused on prevention and community building. The intentional implementation of these practices will foster a strong sense of belonging and mutual respect among students, staff, and families.

A key component of the school's instructional design will be the use of Small Learning Communities (SLCs). These communities break the larger school population into smaller, autonomous groups to foster a more personalized and connected educational experience. SLCs promote stronger relationships, enhanced engagement, and improved academic outcomes by giving students a greater sense of belonging and ownership over their learning. Additionally, they create more opportunities for student leadership and collaboration. Arkansas Virtual School believes community involvement can significantly affect the school's planning and development process.

Parent Engagement

A family's journey as school community members begins on the very first day. Each interaction with a school professional builds on prior experiences, starting with opportunities to learn about our school community and programs through orientations and workshops. Establishing a positive rapport will make them more comfortable reaching out during difficult times. The transparency of the LMS allows learning coaches to stay informed about their students' courses, grades, and school activities. It also helps foster a sense of belonging through involvement in the daily academic journey.

Student and family engagement with the school community is also fostered through a robust offering of local and virtual outings in various locations throughout the state. These events are excellent ways for families to connect and build community.

The community approach to student success also includes their families. Therefore, students and their families can engage in various virtual clubs, social events, and activities. For example, ***Parent University*** is an initiative designed to equip families with essential tools and knowledge to support their students' education while offering multilingual support. Offering biweekly live sessions covering a variety of topics, including "Social-Emotional Learning," "Understanding Your Child's Learning Style," and "College or Career Readiness," the program facilitates parental engagement and collaboration. Hosted by the ***Engagement Team*** and featuring experienced guest speakers, these sessions create a supportive community where parents can share tips and personal experiences.

Parent Advisory Council (PAC)



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PAC facilitates collaboration and communication between parents, school administrators, teachers, and staff to support students' overall well-being and success.

1. Parental Involvement: The PAC provides a platform for parents to actively participate in their child's education and the school community.
2. Advocacy: The PAC advocates for students and parents by voicing their concerns, needs, and suggestions to school administrators and policymakers.
3. Community Engagement: PAC fosters a sense of community within the school by bringing together parents, teachers, and administrators to work towards common goals. They organize events, activities, and initiatives that promote collaboration and strengthen stakeholder relationships.
4. Feedback and Input: PAC provides a forum for parents to share feedback, ideas, and insights on various aspects of the school, including curriculum, policies, programs, and facilities.
5. Support and Resources: PAC supports parents and families by providing information, resources, and guidance on educational matters, parenting, and school-related issues.
6. Partnership with School Administration: PAC collaborates with school administrators, teachers, and staff to address challenges, implement initiatives, and enhance the school's overall effectiveness.

The Parent Advisory Council is leveraged to promote student success, empower parents to play an active role in their child's education and school community, and foster a favorable school climate.

Q28. A.2 Describe the school's approach to discipline, behavior intervention, and classroom management. Highlight key policies, systems, and related structures and address how they will support the climate described in question 1 and will comply with Arkansas laws.



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Complaints and Disputes

Procedures for handling complaints and disputes, including transparent grievance policies.

Parents and Students

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or grade-level supervisor. For those complaints and concerns that cannot be resolved informally, the school will adopt a Student and Parent Complaints/Grievance policy. To file a formal complaint, parents or students must complete and submit the complaint form. Generally, the written complaint form should be completed and submitted to the department chair for that subject on time. A parent or student may request a conference with the principal if the concern is unresolved. If the matter remains unresolved, the school will provide a process for parents and students to appeal to the director of academics, the superintendent, or their designees, as outlined in the student handbook.

Employees

Our goal is also to provide staff with a comfortable, productive, and ethical work environment. To this end, employees will be encouraged to bring any problems, concerns, or grievances about the workplace to the attention of a manager and, if necessary, to Human Resources or upper-level management. The following process will be documented in the staff handbook and used to manage conflict resolution.

- Suppose an employee believes there is inappropriate conduct or activity on the part of the organization, management, its employees, contractors, vendors, customers, or any other persons or entities related to Stellar Virtual. In that case, they are encouraged to bring their concerns to the attention of their manager or the Human Resources department.
- Suppose they have previously brought this matter to the attention of their manager and do not believe they have received a satisfactory response. In that case, they can present their concerns to Human Resources by submitting a Help Ticket.
 - Describe the problem, the persons involved, previous efforts, and possible solutions.
- For general complaints or grievances outside their manager, they can share their concerns by submitting a Help Ticket to Human Resources. Human Resources will review the complaint and work with the individual to determine the best course of action.



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Student Code of Conduct Handbook Topics

Accessibility	Safety Transgressions
Purpose	Miscellaneous Offenses
School Authority and Jurisdiction	Consequences for Major/Minor Infractions
Campus Behavior	Minor Infraction
Threat Assessment and Safe and Supportive School Team	Major Infraction
Reporting Crimes	Prohibited Aversive Techniques
Security Personnel	Students with Disabilities
"Parent" Defined	Academic Integrity
"Revocation of Transfer"	Inappropriate use of Artificial Intelligence
Standards for Student Conduct	Plagiarism
Participating in Graduation Activities	Notification
Possession of Prohibited Items	Appeals
Possession of Telecommunications or Other Electronic Devices	Revocation of Transfer
Illegal, Prescription, and Over-the-Counter Drugs	Discretionary Misconduct that may result in Revocation of Transfer
Dress Code	Property of another District
General Conduct Violations	Review of Revocation of Transfer
Disregard for Authority	Revocation of Transfer Order
Mistreatment of Others	Emergency Revocation of Transfer Procedures
Property Offenses	Misuse of Technology Resources and Internet



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Q29. A.3 Briefly explain the general plan to engage parents in school life and communicate with them regularly about school matters.



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A family's journey as school community members begins on the first day. Each interaction with a school professional builds on prior experiences, starting with opportunities to learn about our school community and programs through orientations and workshops. The school supports each child and their support system at home. Establishing a positive rapport with families will make them more likely to feel comfortable reaching out during difficult times.

Family Involvement Strategies

Virtual schools recognize parents and guardians as essential partners in student success. To effectively involve families, they implement structured engagement strategies to foster communication, support student learning, and build a collaborative school community. They will also include families in the educational process through communication in their home language, cultural events, and workshops, promoting a sense of community.

Orientation & Training

Parents and guardians participate in orientation sessions to familiarize themselves with the virtual platform, expectations, and tools for tracking student progress.

Ongoing Communication

Effective communication between the school and families is crucial to supporting student success. Weekly newsletters and updates are sent out regularly, informing families about upcoming events, important dates, and helpful academic tips. These emails ensure everyone stays updated on the latest school happenings, allowing parents and guardians to stay connected to their child's learning experience.

Teacher-parent or guardian conferences are another valuable aspect of this communication. These scheduled virtual meetings enable families to discuss their child's progress, address concerns, and collaborate with teachers to establish academic goals. These conferences foster a strong partnership between home and school, ensuring students receive the support they need to thrive.

Engagement Opportunities

The school will host interactive engagement events, such as virtual open houses, curriculum nights, and parent workshops, to promote involvement and foster a sense of community.

Goals for Parental and Family Engagement

Several key initiatives have been implemented to enhance family involvement and support student success, strengthening the partnership between the school and families. One of the primary goals is to increase family participation, aiming for 90% attendance at parent-teacher conferences and training sessions each year. To further improve communication, the



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school strives to ensure that 100% of families can access a school communication platform and receive weekly updates.

In addition to communication, the school works to enhance academic support at home by providing families with resources and guidance. This initiative encourages more parents and guardians to actively support their children's daily learning routines, helping students succeed outside of school hours and reinforcing the value of education in the home environment.

To foster a more collaborative culture, the school has established a Family Advisory Council, which provides a regular opportunity for a diverse group of parents and guardians to offer input.

Ultimately, these efforts are designed to support student success by strengthening the connection between home and school. The school aims to enhance student engagement by promoting family involvement and effective communication, resulting in improved course completion rates and overall academic achievement. These initiatives create a strong foundation for student success, ensuring every child has the support they need to reach their full potential.

Q30. A.4 Will the school offer any extra and/or co-curricular activities? If so, please describe.



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The school will offer robust after-school programs that provide academic support, homework help, and targeted tutoring services. These programs address both academic and social-emotional needs and have been proven to raise student achievement, improve test scores, and increase engagement. Students will also have access to various extracurricular activities, including clubs and mentorship opportunities, which foster well-rounded development, promote healthy habits, and develop critical social skills essential for life.



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<i>K-12 Clubs</i>			
K-5	6-12	Club	Days
☒	☒	Pokémon Club	Wednesdays
☒	☒	Movie Club	Thursdays 
☒	☒	Art Club	Wednesdays
☒	☒	Show and Tell Club	Thursdays
	☒	Science & Nature Club	Thursdays
	☒	Photography & Video	Tuesdays
	☒	Chess Club	Thursdays
	☒	Online Games Club	Mondays
	☒	Beauty Club	Tuesdays
	☒	Harry Potter Club	Thursdays
	☒	6-12 Movie Club	Mondays
	☒	Anime (and Pokémon) Club	Tuesdays
	☒	Student Government	Monthly
	☒	TLEEM Computer Science Club	Thursdays

Q31.



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A.5 Briefly explain and describe the school's policy concerning how the school will address grievances and complaints. Include what role the governing board may have in complaints. Upload a copy of the current handbook (if possible) describing those policies and procedures.

Complaints and Disputes

Procedures for handling complaints and disputes, including transparent grievance policies.

Parents and Students

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or grade-level supervisor. For those complaints and concerns that cannot be resolved informally, the school will adopt a Student and Parent Complaints/Grievance policy. To file a formal complaint, parents or students must complete and submit the complaint form. Generally, the written complaint form should be completed and submitted to the department chair for that subject on time. A parent or student may request a conference with the principal if the concern is unresolved. If the matter remains unresolved, the school will provide a process for parents and students to appeal to the director of academics, the superintendent, or their designees, as outlined in the student handbook.

Employees

Our goal is also to provide staff with a comfortable, productive, and ethical work environment. To this end, Stellar Virtual employees will be encouraged to bring any problems, concerns, or grievances about the workplace to the attention of a manager and, if necessary, to Human Resources or upper-level management. The following process will be documented in the staff handbook and used to manage conflict resolution.

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- If they have previously brought this matter to the attention of their manager and do not believe they have received a satisfactory response, they can present their concerns to Human Resources by submitting a Help Ticket.
 - Describe the problem, the persons involved, previous efforts, and possible solutions.
- For general complaints or grievances outside their manager, they can share their concerns by submitting a Help Ticket to Human Resources. Human Resources will review the complaint and work with the individual to determine the best course of action.



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6. Organizational Plan

Q32. A.1 Governance and Leadership Board of Directors– Provide a list of proposed board members, if identified. Please include the actual or preferred roles of each member, a brief description of major responsibilities, their expertise area (i.e., academics, finances, legal, management, and operations, parents, community leaders, educator, operations, or community relations).



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Mikasha White Hawk, Founding Board President

Expertise: K-12 Education, Teacher Leadership, and Business

- Preside over and lead all meetings of the board
- Interfaces with ESP and the school leader
- Appoint any committees as provided by the bylaws
- Succession planning
- Ensure constructive conversations

Lisa A. Trotter, Founding Board Secretary

Expertise: Business Administration and Marketing

- Oversees the custody of all records, except financial records
- Monitors the accuracy and timely distribution of meeting minutes
- Performs duties assigned by the Bylaws or the President
- Assist with board communication and coordination
- Support the board president

Czenthia C.T. Grant, Founding Board Treasurer

Expertise: Accounting and Education

- Oversees all funds, financial records, and resources
- Oversees the preparation of the annual budget and its approval by the board
- Reports on the financial status at board meetings
- Oversees tax filings
- Performs duties assigned by the bylaws or the President

John Locke Adair, Founding Board Member

Expertise: Legal and Higher Education

- Ensure the organization follows its mission, bylaws, and complies with applicable laws
- Review agenda items, financials, and documents
- Provide support to advance areas of the organization's work
- Help set long-term goals and strategies for the organization



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The Board will consist of at least three members: a president, a treasurer, and a secretary, as required by Arkansas law. The members will include parents, educators, community leaders, and business leaders who are committed to the school's mission. Once in operation, the Founding Board of the school will possess expertise in a range of unique skills, including education, business management, educational technology, personnel leadership and management, strategic planning, and financial analysis. Currently, the board has four members, and they are anticipated to continue after the school is approved.

Roles and Responsibilities

- Ensure the school's vision and mission are maintained.
- Ensure the school operates legally and ethically.
- Act as a fiduciary of the school.
- Provide oversight and accountability to ensure mission, goals, and performance expectations are met.
- Engage with the community and advocate for the school.
- Steward of public funds and responsible for managing school finances.
- Establish, review, and maintain governing policies.
- Ensure, in preparation for renewal, that the school operates within the terms of the charter contract and meets all accountability measures.
- Continually review the school's performance indicators to support continuous improvement.
- Conduct strategic planning to achieve school goals and nurture ongoing success.
- Comply with state and federal reporting requirements.
- Develop a framework for establishing and reviewing the school budget annually.
- Develop and maintain school and Board policies.

The Governing Board is anticipated to meet monthly to fulfill its oversight responsibilities and receive a report from the school leader on school operations and academic performance as a standing agenda item. The Board chair will meet with the school leader ahead of board meetings to discuss the Board agenda and the subject matter areas to be covered in the school leader's report.

The resumes of the Founding Board Members will be provided upon request.

Q33. A.2 Governance and Leadership Explain the selection process of the Board of Directors.



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The Governing Board will prioritize recruiting board members who are representative of the key stakeholders. The Board comprises esteemed community members who are keenly aware of the K-12 system, as well as legal, accounting, and teaching professionals. As a newly formed board, it actively seeks additional members to assist in all areas of governance.

Governing Board Member Selection Process

1. Define Ideal Board Composition
 1. Identify key skills and perspectives
2. Develop Board Member Job Description
 1. Duties and responsibilities
 2. Term length
 3. Meeting expectations
4. Code of ethics/conflict of interest requirements
3. Recruitment
 1. Reach out to professional and personal networks
 2. Partner with community organizations and business leaders
 3. Advertise through nonprofit/education board listings
4. Application and Vetting
 1. Candidates submit a resume
 2. Conduct interviews
 3. Vet for legal/ethical concerns (e.g., conflicts of interest, background check)
5. Selection and Appointment
 1. Founders appoint board members based on their qualifications and alignment with the mission.
 2. Formal appointment recorded in minutes
 3. New board members sign a board agreement (commitment, responsibilities, conflict disclosure).

Filling Future Vacancies

1. Establish Terms and Rotation in Bylaws
 1. Staggered terms (e.g., 3-year terms, renewable once)
2. Clearly outline how vacancies are filled
2. Create a Governance/Nominating Committee
 1. Charged with identifying, vetting, and recommending candidates
2. Annually assess board composition needs
3. Nomination Process
 1. Solicit nominations
 2. The governance committee vets and recommends
 3. Candidate interview



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4. Board Vote
 1. The vacant seat is filled by the majority vote of the current board members
 2. Document vote and update board roster
5. Onboarding Process
 1. Orientation on school mission, strategic plan, charter obligations, and policies
 2. Assign a mentor

Q34. A.3 Governance and Leadership Identify the processes and structures that the proposed board will have in place to ensure the following:

- a. Effective and efficient operation of school governance,**
- b. Establishment and monitoring of school improvement goals,**
- c. Procedural oversight and monitoring of personnel decisions, if applicable,**
- d. Fiscal responsibility and sustainability of the school,**
- e. Compliance with all applicable laws and rules concerning ethics, and**
- f. Community Engagement.**



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A not-for-profit corporation has been formed and organized under the laws of Arkansas ("Corporation") under the name *The Supporters of High Quality Online Education in Arkansas, Inc.* The Founding Board members will be selected consistent with the corporation's Articles, Bylaws, and Conflict of Interest policies.

The Board Composition

According to Arkansas law, the Board shall consist of at least three members: a president, treasurer, and secretary. The members will include parents, educators, community leaders, and business leaders who are committed to the school's mission. Once in operation, the Board will have expertise in various skills, including education, business management, educational technology, personnel leadership and management, strategic planning, and financial analysis.

Roles and Responsibilities

The Board will have the following responsibilities:

- Ensure the school's vision and mission are maintained.
- Ensure the school operates legally and ethically.
- Act as a fiduciary of the school.
- Provide oversight and accountability to ensure mission, goals, and performance expectations are met.
- Engage with the community and advocate for the school.
- Steward of public funds and responsible for managing school finances.
- Establish, review, and maintain governing policies.
- In preparation for renewal, ensure that the school operates within the terms of the charter contract and meets all accountability measures.
- Continually review the school's performance indicators to support continuous improvement.
- Conduct strategic planning to achieve school goals and nurture ongoing success.
- Comply with state and federal reporting requirements.
- Develop a framework for establishing and reviewing the school budget on an annual basis.
- Develop and maintain school and Board policies.

Terms of Office

Election Process

The Board's responsibilities will also include maintaining accurate records of all meetings and ensuring compliance with Open Meetings and Open Records Laws. The Board will hold regular training centered on effective Board development and best governance practices. The Board will also participate in ongoing training on non-profit board governance, virtual education oversight best practices, and other topics to support sound charter school governance.



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The Board members will be appointed with staggered terms, as required by state law, and will be elected every two years, in accordance with state and/or authorizer requirements.

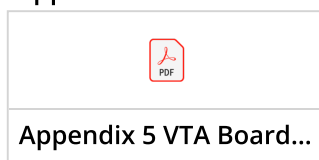
Compliance with Open Meetings and Open Records Laws

The Founding Board will include the chair, treasurer, and secretary. The chair will oversee the implementation of board and school policies, ensuring that appropriate administrative practices are established and maintained. The chair will work with the school leader and other board officers to develop meeting agendas and preside at meetings. The treasurer will provide direction for the school's financial management. The secretary will provide direction on maintaining the minutes of board meetings and all legal documents.

Board Meetings shall be held at the Corporation's principal office or any other reasonably convenient place as the Board may designate. In compliance with the Arkansas Open Meetings Law, all Board meetings can be held using any means of communication that permits all Board members to simultaneously participate in the meeting and hear all other members present.

Please refer to Appendix 5: AVTA Board Training

Applicant Evidence :



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by **Bernadette Ortiz-
Brewster**

Q35. B.1 School Administration Superintendent Position – If a superintendent has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a superintendent has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?



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Arkansas Virtual Tech Academy does not plan to employ a superintendent but will hire a school leader, whom the Stellar Virtual organization will support.

Q36. B.2 School Administration Principal Position – If a principal has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a principal has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?

The school leader will manage the school's daily operations, as shown in the sample job description I've attached. This individual has not yet been hired. Please see the attached SAMPLE Job Description attached.

Applicant Evidence :



Sample Head of Scho...

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by **Bernadette Ortiz-**
Brewster

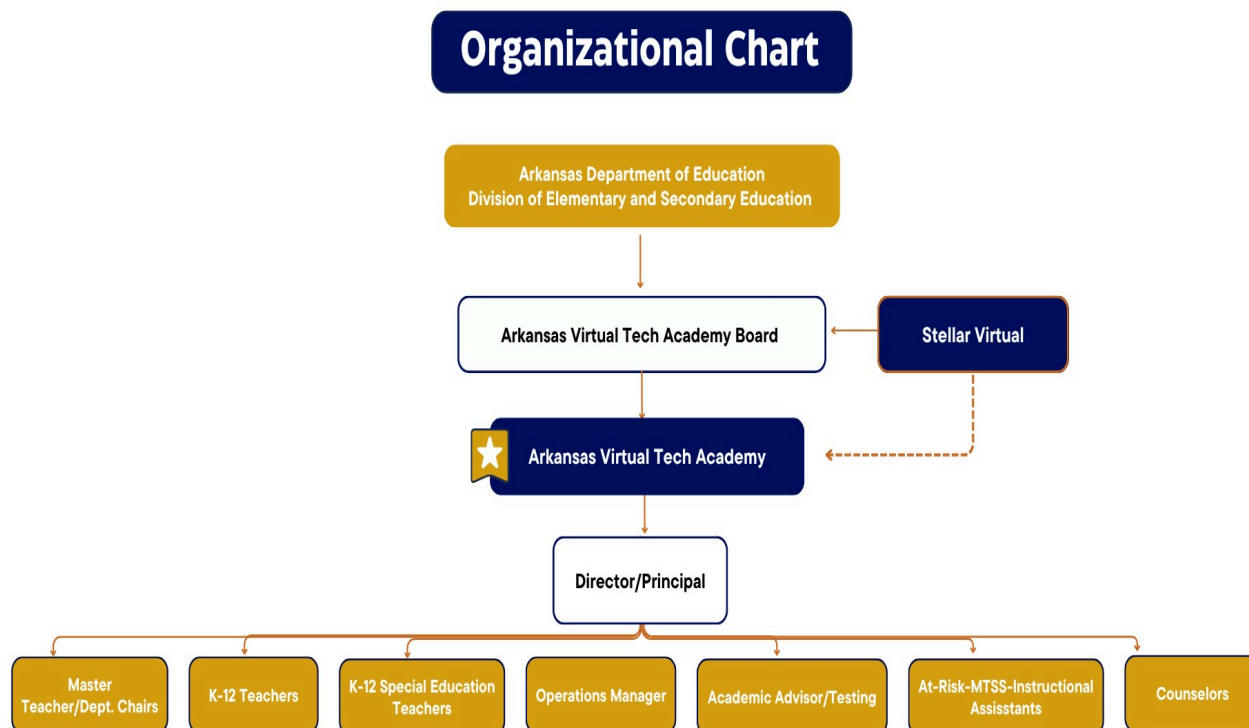
Q37. C.1 Faculty and Staff Describe the school’s proposed leadership structure. Upload a copy of the school’s proposed organizational chart.



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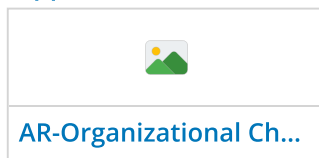


The school's operating model will resemble a brick-and-mortar school. Stellar Virtual will be responsible for hiring the school administration and teachers.



☒ Upload Required File Type: **pdf, image, excel, word, text** Max File Size: **30** Total Files Count: **10**

Applicant Evidence :



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Q38. C.2 Faculty and Staff Describe the strategy, plans, and timeline for recruiting and hiring faculty and staff. Explain the school's proposed strategy for retaining high-performing faculty and staff.



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Stellar Virtual has an exceptional record of managing the unique and complex HR functions of a K-12 virtual school. The Human Resources Department (HR) is critical in the school's daily operations, overseeing all HR responsibilities, including payroll, compensation, and benefits. Additionally, HR focuses on recruiting, supporting, training, and retaining highly qualified staff.

Staff Qualifications

School Leader, Teachers, and Staff Qualifications and Professional Development

- **Standards Adherence:** Ensure all instructional and administrative staff meet qualifications required by state and federal education regulations, including background checks, certification verifications, and ongoing professional development.
- **Documentation:** Maintain detailed records to verify compliance with applicable educational standards and regulations. This is especially critical in virtual education, where staff qualifications directly impact accreditation and funding.

Stellar Virtual will be responsible for the day-to-day hiring, supervision, and termination of the school staff. In accordance with the procedures outlined in the employee handbook, all school staff will be able to challenge decisions regarding promotion, discipline, and termination.

Stellar Virtual's experienced HR will be critical to the school's successful operational support, focusing on recruiting, hiring recommendations, assigning, supporting, supervising, training, evaluating, and retaining highly qualified staff. The school's administration will collaborate with the school district to ensure that the staff meets the district's requirements.

Stellar Virtual has an exceptional record of providing the unique and complex HR functions of a K-12 virtual school. All staff serving the school will meet or exceed federal and state requirements.

Given the uniqueness of the virtual workplace, HR functions will be tailored to online employees while maintaining efficient, effective, and supportive learning and working environments. The following overview outlines the key HR functions.

- **Recruiting**
 - **Objective:** Attract qualified candidates who align with the school's mission and values, particularly for remote, virtual education roles.
 - **Process:** Recruitment efforts focus on sourcing candidates with experience in virtual learning, leveraging job boards, professional networks, and partnerships. Emphasis is placed on identifying candidates with the right technical and instructional skills for online education environments.
- **Onboarding and Offboarding**
 - **Onboarding:** Stellar Virtual's onboarding process includes comprehensive orientation on the virtual platforms, instructional expectations, and organizational culture. Clear timelines and support structures help new hires quickly adapt to online workflows and tools.



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- Offboarding: A structured exit process ensures that departing employees and contractors are transitioned smoothly, including exit surveys and the retrieval of assets. Offboarding also considers compliance with confidentiality and the return of proprietary materials.
- Policies
- Employee Relations: Partner with leaders across the organization to support and maintain healthy workplace relationships, alignment with core values, and standards of conduct.
- Culture
- Vision: Foster a supportive culture that resonates in a remote work environment, focusing on collaboration, continuous improvement, and student-centered outcomes.
- Practices: Through virtual team-building activities, open communication channels, core values, and platforms like Nectar for employee recognition, Stellar Virtual promotes engagement and appreciation, creating a sense of belonging and morale system-wide.
- Reporting and Analytics
- Data-Driven Decisions: Utilize HR data for insights on employee satisfaction, turnover rates, engagement levels, and performance metrics. Analysis helps identify trends and inform decisions on hiring, retention, and organizational development.
- Compliance and Transparency: Regular reporting on staffing, payroll, and performance supports accountability to stakeholders and compliance with educational standards.
- School Leader, Teachers, Staff Qualifications and Professional Development
- Standards Adherence: Ensure all instructional and administrative staff meet qualifications required by state and federal education regulations, including background checks, certification verifications, and ongoing professional development.
- Documentation: Maintain detailed records to verify compliance with applicable educational standards, especially critical in virtual education, where staff qualifications directly impact accreditation and funding.
- Career Growth
- Performance Management: Utilizing the People Analyzer, all employees participate in quarterly (4 times a year) self and downward reviews to establish alignment with culture, assess motivations, and ensure performance expectations are reasonable and achievable.
- Development Paths: Support career growth by offering professional development opportunities, clear advancement paths within the organization, and specialized training in virtual education.
- Mentorship and Coaching: Through peer support, feedback sessions, and instructional resources, Stellar Virtual fosters a growth-oriented environment that encourages long-term commitment and skill development.
- Health and Wellness
- Physical and Mental Wellness: Virtual wellness programs, access to mental health resources, and ergonomic support for remote work environments underscore Stellar Virtual's commitment to employee health.
- Work-Life Balance: Policies and programs that respect time off and personal time promote a balanced approach, helping employees thrive within the demands of a fully virtual, high-tech educational setting.



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Each HR function at Stellar Virtual is tailored to support the unique needs of remote employees and the organization's goal of delivering high-quality virtual education. This structure provides a foundation for a thriving, efficient, compliant remote workforce.

Q39. C.3 Faculty and Staff Describe the policies and procedures for evaluating staff and providing performance feedback. Describe how the school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes. Please upload a copy of the policy and procedures listed in your employee handbook (If available).



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Annual Teacher Evaluations

Arkansas Virtual Tech Academy teachers are evaluated twice a year, in the fall and spring semesters. Observers may include department chairs, lead teachers, school leaders, or other personnel as designated by the Director of Academics.

Teachers are observed during their scheduled live classes, with a focus on their instructional methods and interaction with the students. The observers document evidence using a formal rubric to ensure consistency and transparency. The observation rubric consists of the following three main areas:

- Equitable Learner Support and Resources
- Student Achievement
- Professional Practice

Before reviewing the final observation with the teacher, a calibration meeting is conducted with department chairs and lead teachers. During the meeting, the observer provides specific, actionable feedback based on the observations, focusing on instructional practices, student engagement, and classroom management. The observer and teacher also collaborate to develop goals and strategies for professional growth and improvement. These goals may be used to develop KPIs for the following quarter.

Teachers are offered ongoing support and professional development opportunities based on identified areas for improvement. Other recommendations could include recommendations for professional learning communities, workshops, and training sessions to enhance their teaching practices.

Stellar Virtual has an exceptional record of managing the unique HR functions required in a K-12 virtual school. The Human Resources Department (HR) oversees all personnel and operations, including payroll, benefits, and compliance, while focusing on recruiting, hiring, training, and retaining highly qualified staff.

Staff Qualifications

All instructional and administrative staff meet or exceed state and federal education requirements. This includes valid certification, background checks, and ongoing professional development. Detailed records are maintained to ensure full compliance, which is especially critical in a virtual setting where staff qualifications directly impact accreditation and funding.

Recruitment and Onboarding

Stellar Virtual's recruitment strategy targets candidates with experience and aptitude for online instruction. Job postings are distributed through virtual education networks, online platforms, and strategic partnerships. The onboarding process provides comprehensive training on virtual tools, instructional expectations, and organizational culture to ensure new hires



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are equipped for success.

Retention and Performance Development

Retention strategies center on creating a collaborative, student-centered culture. Employees receive continuous support through mentoring, coaching, and professional development opportunities. Stellar Virtual uses the People Analyzer performance management system, which includes quarterly reviews to assess alignment with school culture and expectations. Career growth is supported with advancement opportunities and training tailored to virtual education.

Workplace Culture and Wellness

Maintaining a positive and engaging remote work environment is a top priority. Stellar Virtual fosters a culture of collaboration and appreciation through virtual team-building, employee recognition tools like Nectar, and transparent communication. Wellness programs promote physical and mental health, including ergonomic guidance and mental health resources tailored to remote work. Work-life balance is emphasized through supportive policies that promote personal time and scheduling flexibility.

Policies and Procedures

All HR processes, from hiring to termination, follow guidelines outlined in the employee handbook. Staff members have the right to challenge decisions regarding promotion, discipline, or dismissal. The school also uses structured offboarding processes, including exit interviews and compliance checklists, to ensure smooth transitions and organizational integrity.

Reporting, Data, and Compliance

HR analytics guide hiring, engagement, and organizational development decisions. Regular reporting ensures compliance with staffing, certification, and performance standards while providing insight into turnover, satisfaction, and overall efficiency.

Stellar Virtual's HR framework is specifically designed for the virtual education environment. By combining best practices in talent acquisition, compliance, employee wellness, and data-driven leadership, the school attracts and retains high-performing educators who are capable of delivering rigorous, student-centered online instruction.

Employment Screening and Reporting

Stellar Virtual's Human Resources department (HR) will conduct a comprehensive background

and social media check on all new employees. This includes verification of each teacher's employment history,

education, certifications, and endorsements.



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The school will comply with all state and district rules and regulations regarding teacher licensure and endorsements. The following items will be verified and checked for validity before a teacher is employed.

- A valid license issued by the State Board of Education.
- Teacher registered their license with their employing board of education
- Teacher understands the importance of maintaining the validity of their license
- Teacher submitted to background checks by
 - Submitting fingerprints
 - Submitting to a criminal history records check conducted by the state and the Federal Bureau of Investigation

Q40. D.1 Transportation Will the school provide transportation services? If so, describe the transportation services plan that the school will provide.

No transportation will be provided. The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision does not apply to school operations.

Q41. E.1 Food Service Describe how the school will provide meal services.

No food service will be provided. The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision does not apply to school operations.

Q42. E.2 Food Service Describe the food service space at the facility.

No food service space will be provided. The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision does not apply to school operations.

Q43. F.1 Safety Describe how the school safety and security plan for students, staff, facility, and property will be developed and updated in compliance with applicable laws and regulations.



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Cybersecurity

Stellar Virtual understands the critical importance of data protection. The IT department has extensive experience in data security and takes a multifaceted approach to safeguarding information. For example, all employees and contractors must complete a stringent security awareness training program with multiple courses, from beginner to advanced levels. The apps that contain protected, identifiable data also require Multi-Factor Authentication (MFA). Staff will be equipped with the necessary skills and knowledge to meet data protection standards.

The IT team is responsible for identifying, managing, and communicating during any IT-related crisis. Their responsibilities include addressing system-wide outages that impact multiple users and responding to security incidents, such as data breaches. To handle these events effectively, the team follows a robust protocol for promptly identifying, notifying, and remediating issues in compliance with applicable laws.

Equipment

Stellar Virtual provides equipment that supports the latest technology, including up-to-date operating systems and current versions of major web browsers. Our technology standards enable students to have access to devices capable of running modern educational platforms, *secure online testing environments*, and collaboration tools effectively. Regular updates and maintenance are performed to guarantee compatibility with evolving state and program requirements.

Student Information System & Data

AVTA utilizes Genius SIS, *a robust and secure Student Information System (SIS)*, to store and manage all critical data related to students, programs, and staff. Genius SIS is designed to centralize data collection, enabling the efficient storage, organization, and retrieval of information such as enrollment, attendance, academic progress, transcripts, staff credentials, and program participation. The platform provides real-time data access and reporting, enabling educators and administrators to make informed decisions promptly.

Genius SIS is built with a scalable architecture, allowing for the management of large volumes of data without degradation in performance. It includes user-friendly dashboards, customizable reports, and powerful filtering tools that facilitate detailed analysis at the student, class, school, or district level. This ensures that all data required for internal monitoring and external reporting is readily available and easily exportable.

Genius SIS meets all technical, security, and reporting standards set by the Arkansas Department of Education and the State Board of Education. It supports all state-mandated data collection and reporting formats.



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Key areas of compliance include student demographic and enrollment data, attendance tracking, course completion and grades, teacher licensing and assignments, program participation (e.g., Special Education, EL, Title I), and assessment and performance data.

The school implements strict policies to protect against data breaches, phishing, ransomware, and other cyber threats. Core practices include:

- Multi-factor authentication
- Content filtering and data encryption
- Use of secure platforms that meet FERPA and COPPA standards
- Cybersecurity training for staff and simulated phishing awareness training

The learning management system actively monitors students' online activity. The school uses *Bark for Schools* to detect threats to students' safety or mental well-being, including signs of bullying, self-harm, or violence.

The school provides access to anonymous reporting tools for students and staff to report threats, bullying, or safety concerns confidentially, in compliance with best practices for school climate and crisis intervention.

The counselors leverage modern technology to monitor student activity for keywords and search patterns that may indicate safety concerns or policy violations. When the digital safety tool detects such activity, a real-time text alert is sent to the assigned counselor and the campus administrator. Families are promptly contacted, and follow-up support is provided immediately if needed. Our counseling team leads these outreach efforts to ensure students and families feel supported and heard.

The school provides access to anonymous reporting tools for students and staff to report threats, bullying, or safety concerns confidentially, in compliance with best practices for school climate and crisis intervention.

The school uses drills like:

- Cybersecurity simulations
- Digital citizenship education

AVTA aligns with the Arkansas Division of Elementary and Secondary Education. All policies and protocols are reviewed and updated annually to reflect changes in state law, technology, and best practices in school safety.

Q44. G.1 Facilities

a. Provide a description of the school facility if it has been obtained. If not, describe the process for identifying and securing a facility.



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No facilities will be provided. The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision does not apply to school operations.

Q45. G.2 Facilities Briefly describe the contingency plan should you not be able to acquire the desired facility.

No facilities will be provided. The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision does not apply to school operations.

Q46. H.1 Additional Operations Describe the school's technology plan for meeting the academic and operational needs of classrooms, labs, library/media standards, district website, and other relevant areas of the school.

Technology & Materials

We are committed to ensuring every student has the tools to succeed. During enrollment, a staff member will ask the family whether the student can access a personal device. If not, families are encouraged to request a school-issued device, which will be available for the duration of the student's enrollment. Should a student's circumstances change during the school year, they may request a device at any time. Our program is designed to minimize family costs and does not require the use of printers.

To keep families informed, staff will send reminders before each semester about available options and the process for recertifying their eligibility. Families needing additional assistance are encouraged to contact the school directly. The eligibility criteria will be similar to those for the National School Lunch Program.

Our commitment is to ensure that all students have equitable access. Together, we will find the best solution to guarantee that every student can fully engage with and access the school's platform.

Q47. H.2 Additional Operations Describe the school's school health and nursing services plan.

Stellar Virtual will allow a nurse to review documents for compliance during the enrollment process and submit a waiver for traditional brick-and-mortar nurse duties.

Q48. H.3 Additional Operations Describe the school counseling services that the school will provide to enrolled students, including how the school will staff these services in a way that meets the academic, career, and other needs of all students.



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Personnel

Our team comprises highly qualified, licensed educators and support staff who are carefully recruited, trained, and evaluated to ensure excellence.

Counselor-to-Student Ratios

AVTA recognizes that while law sets the maximum counselor-to-student ratio at 450:1, the state's actual average is approximately 347:1, slightly better than the national average of 385:1, yet still significantly higher than the 250:1 ratio recommended by the American School Counselor Association (ASCA, 2023).¹⁵

While some virtual schools offer extremely high ratios, this area is of great importance, and invest accordingly. Brown and Knight posit that high student-to-counselor ratios have a positive impact on academic achievement, attendance, graduation rates, and disciplinary issues.¹⁶ In addition to following the 80:20 rule as a guideline for school counselors' time allocation, we also believe that maintaining a lower 250:1 ratio is essential. The lower ratios allow our counseling team to take a proactive approach, continuously monitoring student dashboards for early signs of concern. This data-driven approach enables the delivery of timely and personalized interventions. In addition to a general counseling staff, we have dedicated crisis counselors assigned to each grade band, ensuring targeted support.

A Well-Established Collaborative Counseling Department

AV understands the critical role that counseling plays in guiding students through a successful educational journey. We ensure that every counselor is highly qualified and receives specialized training in virtual instruction techniques. All counselors hold a master's degree and are certified in accordance with Arkansas state regulations. Please refer to the Counselor Job Description Sample below and attached for a sample. This commitment ensures that our students receive support from well-trained professionals and fully comply with state standards.

The counseling team takes a proactive approach, continuously monitoring student dashboards for early signs of concern. This data-driven approach enables the delivery of timely and personalized interventions. In addition to a general counseling staff, we have dedicated crisis counselors assigned to each grade band, ensuring targeted support.

The counselors leverage modern technology to monitor student activity for keywords and search patterns that may indicate safety concerns or policy violations. When the digital safety tool detects such activity, a real-time text alert is sent to the assigned counselor and the campus administrator. Families are promptly contacted, and follow-up support is provided immediately if needed.



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The counselors also collaborate with grade-level teams, which include a supervisor and a teacher assigned to that grade level. Every student has a specific teacher as their primary point of contact, providing an additional consistent layer of support for the student and their family.

Our Student and Family Engagement Teams provide personalized support to students who are disengaged or struggling with attendance. These teams create individualized plans to help them reengage in their learning journey.

Additionally, we offer access to the SAS Room (Student Assistance and Support Room), a structured, supportive environment open one evening per week and daily during the final three weeks of the school year. This space allows students and families to catch up on work, access resources, and receive extra help in a focused setting.

Counselor Job Description - Sample



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Academic Counselor, K-12

Department / Sub-Dept.	Academics / Counseling
Reports To (Title Only)	Director, Academics - Arizona
Position Classification/ Type	Regular, Full-Time (Salary/W2) ▾
Location / School	Remote - Arizona Virtual Schools ▾

Position Overview

Arizona Virtual Schools seeks a compassionate and experienced Academic Counselor to provide comprehensive support services to students in grades K-12 within our virtual learning environment. This remote position will be responsible for fostering students' academic, social-emotional, and college/career development. The Academic Counselor will work collaboratively with students, parents, teachers, and administrators to create a supportive and success-oriented learning experience.

Essential Duties

- **One Number:** 80% Promotion
- Provide individual and group counseling to students regarding academic planning, course selection, graduation requirements, and post-secondary options.
- Develop and implement academic support plans for students experiencing academic difficulties.
- Monitor student academic progress and attendance, and proactively intervene when necessary.
- Collaborate with teachers and parents to address academic concerns and develop effective strategies for student success.
- Interpret and explain standardized test results to students and parents.
- Provide individual and group counseling to students addressing social, emotional, and behavioral concerns.
- Implement social-emotional learning (SEL) programs and initiatives within the virtual environment.
- Identify and address student needs related to mental health, bullying, peer relationships, and family issues.
- Serve as a point of contact and resource for students and families navigating personal challenges.
- Guide high school students through the college application process, including college research, essay writing, financial aid, and scholarship opportunities.
- Provide information and resources related to career exploration, vocational training, and post-secondary pathways.
- Organize virtual college and career events and presentations.
- Assist students with developing post-secondary plans aligned with their interests and goals.

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- Collaborate effectively with teachers, administrators, special education staff, and other student support personnel.
- Communicate regularly with parents/guardians regarding student progress, concerns, and available resources.
- Participate in virtual team meetings and professional development opportunities.
- Adhere to ethical and legal standards of school counseling practice in Arizona.
- Maintain confidentiality of student information.
- Participate in school-wide initiatives and contribute to the overall success of the Arizona Virtual Schools program.

Knowledge, Skills & Attributes

- Minimum of two (2) years of experience as a school counselor, preferably working with a range of grade levels (K-12).
- Demonstrated experience in providing individual and group counseling.
- Strong understanding of child and adolescent development.
- Knowledge of academic advising, college and career counseling, and social-emotional learning principles.
- Excellent communication, interpersonal, and organizational skills.
- Ability to work independently and collaboratively in a virtual environment.
- Proficiency in using technology for communication, counseling, and record-keeping.
- Empathy, patience, and a genuine commitment to supporting student well-being.
- Residency in the state of Arizona is required.

Education & Certification Requirements

- A master's degree in School Counseling or a related field.
- A valid Arizona School Counselor certification or eligibility for certification.

¹⁵ American School Counselor Association. (2023). Student-to-school-counselor ratio 2020-2021.

<https://www.schoolcounselor.org/Publications-Research/Publications/Research/Student-to-School-Counselor-Ratio>

¹⁶ Brown, C.H., & Knight, D.S. (2024). *Student-to-school counselor ratios: Understanding the history and ethics behind professional staffing recommendations and realities in the United States* (EdWorkingPaper No. 24-977). Annenberg Institute at Brown University. <https://edworkingpapers.com/ai24-977>



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Applicant Evidence :


Counselor Job Descrip...

Uploaded on **6/12/2025**

by **Bernadette Ortiz-**

Brewster

Q49. I.1 Recruitment and Marketing

Describe the Year 0 plan to recruit students. Include strategies, activities, events, responsible parties, and a timeline

a. Describe the key elements of the school's marketing plan aimed at recruiting and retaining students in subsequent years.



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Marketing and Student Enrollment

Enrollment Strategies

AV has a comprehensive marketing strategy designed to connect with prospective families and highlight the unique benefits of our program throughout the school year.

Our online strategies include maintaining a strong online presence through an informative website, engaging on various social media platforms, and sending informative newsletters to keep our community engaged. Our content marketing strategy includes parent information sessions and showcases student achievements, highlighting the benefits of attending Arkansas Virtual School. Our marketing campaigns will connect the school with prospective families while expanding our student and parent referral program.

As a school focused on college and career readiness, we will consistently collaborate with community organizations and local businesses to expand our reach and our internship program. We maintain ongoing communication with prospective families who have previously engaged with us and offer continuous enrollment opportunities, such as rolling admissions.

Our comprehensive marketing strategy is designed to engage new and former community members and stakeholders, foster strong relationships, and raise awareness about our school. This helps ensure that families are aware of AV, resulting in increased enrollment.

Marketing the Education Solution

The school's marketing strategy will focus on engaging a diverse student body. Through various personalized and well-targeted outreach efforts, the school will connect with prospective students and their families across Arkansas to encourage enrollment and ensure a strong academic and career fit for its programs. The recruitment strategy will emphasize engaging prospective students and their families throughout the state by employing a range of personalized, inclusive, and well-targeted outreach and enrollment initiatives.

Essential Outreach and Enrollment Strategies:

- Digital Marketing (Begins - February 2026)
 - Website Presence & Search Engine Optimization (SEO)

AVS will have an informative, user-friendly website with easy navigation, a straightforward enrollment process, and engaging content. The site will feature FAQs and information session schedules to assist visitors.



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- Social Media and Email Campaigns

The school will organize social media and email campaigns for families with school-aged children, encouraging them to visit the school's website and social media and engage with the school directly.

- Community Engagement and Outreach (Begins - April 2026)
- Host Information Sessions
 - AVS' staff will conduct multiple information sessions on different days and at various times to accommodate families' busy schedules. During these sessions, the school will highlight what sets it apart, including specialized programs, unique teaching methodologies, the curriculum, and technology resources. Families will also have the opportunity to ask questions. The sessions will be recorded for replay or for viewing by those unable to attend.
- Organizations
 - The school will collaborate with organizations and businesses to increase visibility and reach a broader audience.
- Personalized Support
 - AV will contact interested families to assist with the application process, offer support, and address any concerns or barriers they may face.
- Inclusive and Accessible Communication
 - AV will ensure that recruitment materials and events are accessible to families with different needs, such as offering virtual options or translation services.

Enrollment Policy and Procedures

The school's Enrollment team provides year-round support to AVS. The school believes that creating an effective K-12 enrollment policy and process is crucial for ensuring students are enrolled promptly and in a regulatory-compliant manner. AV will implement a clear, comprehensive, accessible K-12 enrollment policy and process for students statewide.

The enrollment policy will outline eligibility criteria, including age and residency requirements, while ensuring equitable access for all students, including those from special populations. It will also detail enrollment deadlines, required documentation, and a commitment to non-discriminatory practices. Moreover, the policy will ensure compliance with privacy regulations, such as FERPA, regarding the collection and secure storage of student and family data.

We recognize the importance of aligning each student with their future goals. Families will complete an inquiry form expressing interest in the school. A school representative will discuss the student's goals, academic background, credit status, and graduation timeline. This will confirm whether we can support the student in staying on track to graduate on time, while addressing any credit deficiencies or developing behavior intervention plans as necessary.



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The enrollment process will be managed through a comprehensive and accessible digital platform. Families will be able to complete forms, upload required documents, and track the status of their applications online with clear, step-by-step guidance. An optional help desk phone number will also be listed, allowing parents to request additional help.

To ensure a transparent process, the enrollment timeline will have three phases: pre-enrollment, enrollment, and post-enrollment. The timeline will be advertised and viewable on the enrollment web page.

The school plans to promote a pre-enrollment phase about six months before the start of the academic year. Throughout this period, parents will receive a detailed school overview through various marketing campaigns. Additionally, families can participate in virtual information sessions to gain a better understanding of the platform, enrollment procedures, and the school's offerings. This is also an ideal opportunity to pose questions and access FAQs.

The school will open its enrollment portal approximately five months before the start of the school year. Upon verification, parents will receive an automated message confirming that the school has received the documents successfully. They can access the application status at any time. Parents will also receive information regarding orientation training to prepare for the school year.

The post-enrollment phase will be approximately one month before the start of the school year. This is when school schedules will be finalized, online access will be given, and families needing devices or internet access will be aware of their options and how to request assistance. Parents and students will have access to contact information for support.

Throughout the school year, the school will offer rolling admissions to support families seeking an alternative. The school will also communicate regularly with families who have inquired in the past if they are still interested in enrolling in the future.

Enrollment Procedures

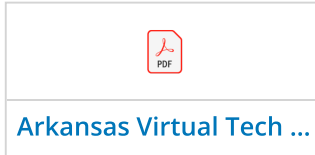
The streamlined process begins as early as the school's first marketing campaign. The enrollment procedures ensure that all prospective families are well-supported and the school remains highly responsive to their needs. AVS' enrollment procedures, from lead generation to enrollment, are outlined below. Please refer to the Enrollment Process Policy.



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Brewster

Q50. I.2 Recruitment and Marketing In accordance with Arkansas law 6-23-306, the school must prohibit discrimination in its admission policy based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If the school has more applicants than available seats, then it shall conduct a random, anonymous lottery to fill the seats. Describe how the school's enrollment lottery process will comply with these requirements.

a. Code Ann 6-23- 306(14)(B)(ii)(a) and (b) allows for certain enrollment preferences. Will the charter school utilize any of the permitted enrollment preferences? If so, please briefly describe the school's policy.



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AVTA will implement a random, anonymous lottery system to determine admission if the number of applications received during the open enrollment period exceeds available capacity. The lottery will be conducted in a transparent manner, either in person or virtually, and results will be recorded and maintained for audit purposes. Applicants not selected will be placed on a numbered waitlist in the order they were drawn and offered admission as space becomes available.

In accordance with Ark. Code Ann 6-23- 306(14)(B)(ii)(a) and (b), AVS will implement the following enrollment preferences before the general lottery:

1. Children of Full-Time Employees or Founding Board Members: Preference will be given to children of current full-time AVTA employees or founding board members, not to exceed 10% of total enrollment.
2. Siblings of Currently Enrolled Students: Siblings of students already enrolled at AVS will receive preference, provided applications are submitted during the open enrollment period.

These preferences will be applied prior to the lottery for the general applicant pool and are administered fairly and consistently. Preference eligibility must be clearly documented and verified before any seat is awarded under this policy.

The AVTA enrollment process, including lottery dates, procedures, and preferences, will be published on the school's website and communicated to families through multiple channels. Waitlists will expire at the end of each school year, and families must reapply during the next enrollment cycle.

The admissions policy will be reviewed annually and updated as needed to comply with all applicable state laws and regulations.



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7. Financial Plan and Fiscal Sustainability

Q51.

A.1 Indicate the number of students the charter school intends to serve for each year of the initial charter term. What data and factors were used to determine the demand for the school and the projected enrollment provided?

For each school year in the initial charter term please provide the following

- a. School Year (e.g. Year One, Year Two, etc.)
- b. Grade Levels offered per school year
- c. Total projected Student Enrollment for all grades per school year (min, anticipated, max)
- d. Faculty projections based on anticipated enrollment per school year
- e. Non-faculty projections based on anticipated enrollment per school year

Table 1: Annual Enrollment Projections (Years 1-5)

School Year	Grade Levels offered	Total projected Student Enrollment for all grades (min, anticipated, max)	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year One	K-11	750 / 1,000 / 1,200	28	8
Year Two	K-12	750 / 1,250 / 1,500	34	10
Year Three	K-12	750 / 1,500 / 1,750	44	12
Year Four	K-12	750 / 1,750 / 2,000	50	14
Year Five	K-12	750 / 2,000 / 2,500	55	16

Q52. A.2 Provide a startup budget and a three-year budget forecast beginning July 1 of year 1, necessary to sustain the successful startup of the school. Include revenue projections, expenses, and anticipated fund balances. Upload a copy of the startup and three-year projected budgets.

- a. Include in your budget analysis the line-item revenue and expenditure assumptions on which the operating and start-up budgets are based. This description should include the basis



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for revenue projections, staffing levels, and expenses. Provide sufficient information to guide a full understanding of how budgetary figures were determined.

b. Describe any anticipated state and federal funding sources the school expects to receive in addition to per-pupil foundation funding. In addition to these alternative income sources, clearly explain the degree to which the school budget will rely on variable income (grants, donations, fundraising).

a. Line-item Revenue and Expenditure Assumptions

- State Funding Sources were budgeted at \$7,600 per funded enrollment.
- Operator expenses were budgeted at 98% of Program Funding, consistent with the proposed Educational Products & Services Agreement.
 - Includes:
 - School Staffing (Instructional & Administrative)
 - Student Recruitment
 - Enrollment Services & Academic Placement
 - LMS, Curriculum, and Instructional Supports
 - Student Technology & Related Support
 - State Testing
 - Compliance Services & Reporting to DESE
 - HR & Payroll Support
 - Professional Development
 - Accounting Services & Related Reporting

b. Anticipated State and Federal Funding Sources

While Federal funding is expected, the three-year budget (and school model) is limited to State funding sources. Any Federal funding received will enhance the program.

Appendix 6: Charter App Budget (Uploaded as an Attachment)

Appendix 7: Minimum Cash Flow (Attached)

☒ Upload Required File Type: **pdf, image, excel, word, text** Max File Size: **30** Total Files Count: **10**



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Appendix 6 - Charter ...	Appendix 7-AVTA - Ye...
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Q53.

A.3 If the budget is contingent upon funding sources beyond those typically provided by the state and federal government, provide evidence of such funding.

The startup budget is contingent on the advancement of funds from Stellar Virtual as provided in the proposed Educational Products & Services Agreement.

Q54.

A.4 Explain how the school will remain fiscally sustainable and describe the school's emergency plan for cash flow challenges, a budget shortfall, lower-than-expected enrollment, or other financial challenges in the early years of operation.

The Board intends to work with Stellar Virtual, an experienced operator of virtual public schools in multiple states. As part of the proposed Educational Products & Services Agreement, Stellar Virtual would be responsible for financing the cash flow needs of the school with repayment contingent on adequate funding generated by enrollment. In this model, Stellar Virtual bears the risk of lower than anticipated enrollment.

Q55. A.5 Describe how the annual operating budget will be developed and refined each year in accordance with Ark. Code Ann. §6-23-306 (10). Please include how resource allocation decisions are aligned with organizational improvement priorities, student achievement data, and mission-driven priorities.



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Developing the charter school's annual budget will be an iterative process that incorporates input from key stakeholders, including designated members of the Board, the Board Treasurer, and the school operator. A preliminary budget based on initial assumptions will be presented to the Board for approval before the start of the school year. Once the beginning enrollment and updated per-pupil funding figures are known, a revised budget will be prepared. Every month, the budget will be compared to actuals, and a reforecast will be prepared. This process will enable key stakeholders to adjust the school's financial direction at any time.



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8. Waivers

Q58.

Will you be requesting waivers for this school year? If yes, please provide the following information for each waiver. Each waiver request must include a rationale. Failure to provide a rationale will result in your application being marked as incomplete.

Please include the following:

- a. Waiver Topic
- b. Arkansas Code Annotated
- c. Standard for Accreditation
- d. ADE Rules
- e. Rationale for Waiver

☒ Yes

☐ No

Resources


2024_charter_waiver_...

Applicant Evidence :


AVTA - WaiversF.pdf

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by **Bernadette Ortiz-**
Brewster



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9. Appendix A ARKANSAS STATEMENT OF ASSURANCES FOR CHARTER SCHOOLS

Please review the Statement of Assurances (see Appendix A) and acknowledge with your signature that they will be addressed through policies adopted by the charter school or sponsoring entity.

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its charter school board will address the assurances listed below through policies adopted by the sponsoring entity and charter school board. In addition, if the application is approved, the charter school board, administration, staff of the charter school, and educational service provider shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The charter school shall be open to all students on a space-available basis and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14)(B)(b)(2).
3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.
4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.
6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).
7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law.
8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.
9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.
10. Under applicable state laws, the employees and volunteers of the charter school are immune from liability to the same extent as other public school district employees and volunteers.
11. The charter school shall carefully review the potential impact of its application on the efforts of a public school district or public-school districts to comply with court orders and statutory obligations to create



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and maintain a unitary system of desegregated public schools in accordance with Ark. Code Ann. §6-23-106 (a).

12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq., as determined by the Commissioner of the Department of Education; (b) Conducting criminal background checks for employees; (c) High school graduation requirements as established by the State Board of Education; (d) Special education programs as provided by this title; (e) Public school accountability under this title; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Ark. Code Ann. 6-23-401(b).
14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.
15. The school's curriculum will be aligned with the Arkansas Academic Standards.
16. The school will operate within the statewide assessment system.
17. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as local, state, and federal revenues and expenditures.
18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with charter school board members, administrators, and employees.
19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).
20. The facility to be used will comply with all applicable accessibility requirements in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and all other state and federal laws and local zoning ordinances.
21. Should your charter school application be approved, the charter school board must be incorporated as a nonprofit corporation in the State of Arkansas. Additionally, the charter school board will be expected to obtain Federal 501(c)(3) status. A copy of the charter school board's application for Federal 501(c)(3) status must be included with the application. The charter school board must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.



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To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The charter school board and any educational service providers affirm and acknowledge the information and affirmations presented in this application.

Q59.
Type your name.

Bernadette Ortiz-Brewster

Applicant Comments :
The Founding Board has applied for and received the Articles of Incorporation, which are attached for your reference. The Founding Board has also applied for and received an EIN, which is attached here. Additionally, the AVTA Board has attached evidence of submitting the 501(c)(3) application for nonprofit status. Additional documents are items that the AVTA Board has approved.

Applicant Evidence :

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Q60.



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Type your job title.

Educational Consultant



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10. Addendum – Experienced Operator or Charter Management Organization

Q60.

Are you an experienced Operator and/or do you plan to use a CMO?

☒ Yes

☐ No

Q61.

Describe the enrollment practices, processes, and policies of the proposed school. If these differ from the operators/Charter Management Organization (CMO)'s other existing school(s), please describe how and why they differ.



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The proposed school's enrollment practices mirror the other operator's existing schools.

Enrollment Policy and Procedures

Arkansas Virtual School's Enrollment team provides year-round enrollment support with a clear, compliant, and accessible policy. It outlines eligibility criteria (age, residency), deadlines, and required documentation and ensures equitable, non-discriminatory access for all students, including special populations. All procedures comply with privacy regulations such as FERPA.

Families begin with an inquiry form and meet with a representative who will discuss the goals, credit status, and graduation timeline. This will confirm if we can support the student in staying on track to graduate on time while addressing any credit deficiencies or developing behavior intervention plans if necessary.

Enrollment is managed through an accessible digital platform, allowing families to complete forms, upload required documents, and track application status, with optional phone support.

The school plans to promote a *pre-enrollment phase* approximately six months before the academic year. Parents will receive a detailed school overview through various marketing campaigns throughout this period. Additionally, families can participate in virtual information sessions to better understand the platform, enrollment procedures, and the school's offerings. This is also an ideal opportunity to pose questions and access FAQs.

The school will open the enrollment portal approximately five months before the start of school. Upon verification, the parents will receive an automated message ensuring the school has received the documents successfully. They can access the application status at any time. Parents will also receive information regarding orientation training to prepare for the school year.

The *post-enrollment phase* will be approximately one month before the start of the school year. This is when school schedules will be finalized, online access will be given, and families needing devices or internet access will be aware of their options and how to request assistance. Parents and students will have contact information to access support.

Throughout the school year, the school will offer rolling admissions to support families seeking an alternative.

Enrollment Procedures



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The streamlined process begins as early as the school's first marketing campaign. Ensure that all prospective families are well-supported and the school remains highly responsive to their needs. Enrollment procedures, from lead generation to enrollment, are outlined below. Please refer to Figure 5 for a detailed flowchart of the enrollment procedures.

Arkansas Virtual School Enrollment Process Policy

1. Lead Generation and Initial Contact

1. Families are sent an automated text and email directing them to the online application.
2. Leads are dropped into the CRM as "Not Attempted Call."
3. Enrollment Specialist (ES) leaves a detailed voicemail (VM) and sends an immediate follow-up text using registration templates.
4. The Registration Specialist (RS) then moves the family from "Not Attempted" to "Attempted."

2. Lead Nurturing and Follow-Up

1. On Day 1, an Enrollment Specialist collects the lead and calls the family within 24 hours.
2. Enrollment Specialists continue to follow up with personal caseloads to nurture for 6 weeks.
3. If the parent is successfully contacted, the Enrollment Specialist moves the lead to "Contacted" with a note and provides the application link.
4. If the parent is uninterested or does not qualify, the Enrollment Specialist moves the lead to "Unqualified," which closes out the lead.
5. Enrollment Manager sends weekly nurture messages (emails & texts) to leads and registrations.
6. If no movement for 6-8 weeks, the lead is moved to "No Response."

3. Registration Process

1. Once the family completes the online application, they move to "Registration Received" (RR).
2. An automated email and text are sent to the family with a link to submit required documents (i.e., Proof of Age, Residency, Academic Records, Immunization Records, and any other documentation required by the state).
3. New applications are also collected by the Enrollment Specialist (ES), who contacts applicants within 24 hours with a personalized phone call.
4. If the parent does not answer, a voicemail is left, followed by a text message, and a document upload link is provided again.
5. If documents are incomplete, the Enrollment Specialist moves the student to "Registration Incomplete" and sends an email or text with the missing document details.
6. Enrollment Specialists continue weekly follow-ups until documents are submitted.

4. Document Submission and Review

1. The student moves to "Documents Submitted" in the CRM after document submission.
2. The Enrollment Specialist reviews the documents and moves the student to "Application Review" or "Registration Incomplete" if there are outstanding documents.
3. The student is then directed to the appropriate review team



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4. "AR: SPED" for Special Pops review.
 5. "AR: APP" for Academic review.
 6. The Special Populations Specialist (SP) requests necessary records via the state system or from the parent to ensure services can be provided.
 7. Once records are verified, the special programs specialist marks "SP Review Complete." The application is moved to Application Review for grade-level placement.
 8. Application Review Specialists grab new applications and assign them to themselves. They verify grade level and review any uploaded academic records. If any academic records are missing, the specialist contacts the parent and will also contact districts on their behalf if needed. Once documents and grade level are verified, mark "AR Review Complete."
5. Approval and Onboarding Handoff
1. The Enrollment Supervisor and Manager triple-check the records.
 2. The student is "Registration Approved."
 3. An automated approval notification is sent to the family via email and text with the next steps.
 4. The Application Review Enrollment Specialist reviews the prior academic record and follows up with parents if necessary.
 5. The student information is sent to the Onboarding Team for the final enrollment into the student portal.
6. Timeline and Accountability
1. Leads are followed up for a total of 8 weeks.
 2. Weekly follow-ups are conducted for pending document submissions.
 3. All team members are responsible for maintaining accurate CRM documentation at each stage.
7. Roles and Responsibilities Overview
1. Enrollment Specialists: Initial contact, follow-ups, document review.
 2. Registration Specialists: Document tracking and follow-ups.
 3. Enrollment Manager: Oversees nurturing communications.
 4. Enrollment Supervisor: Ensures final approvals and handoffs.
 5. Academic and SP Specialists: Final eligibility and service provision checks.

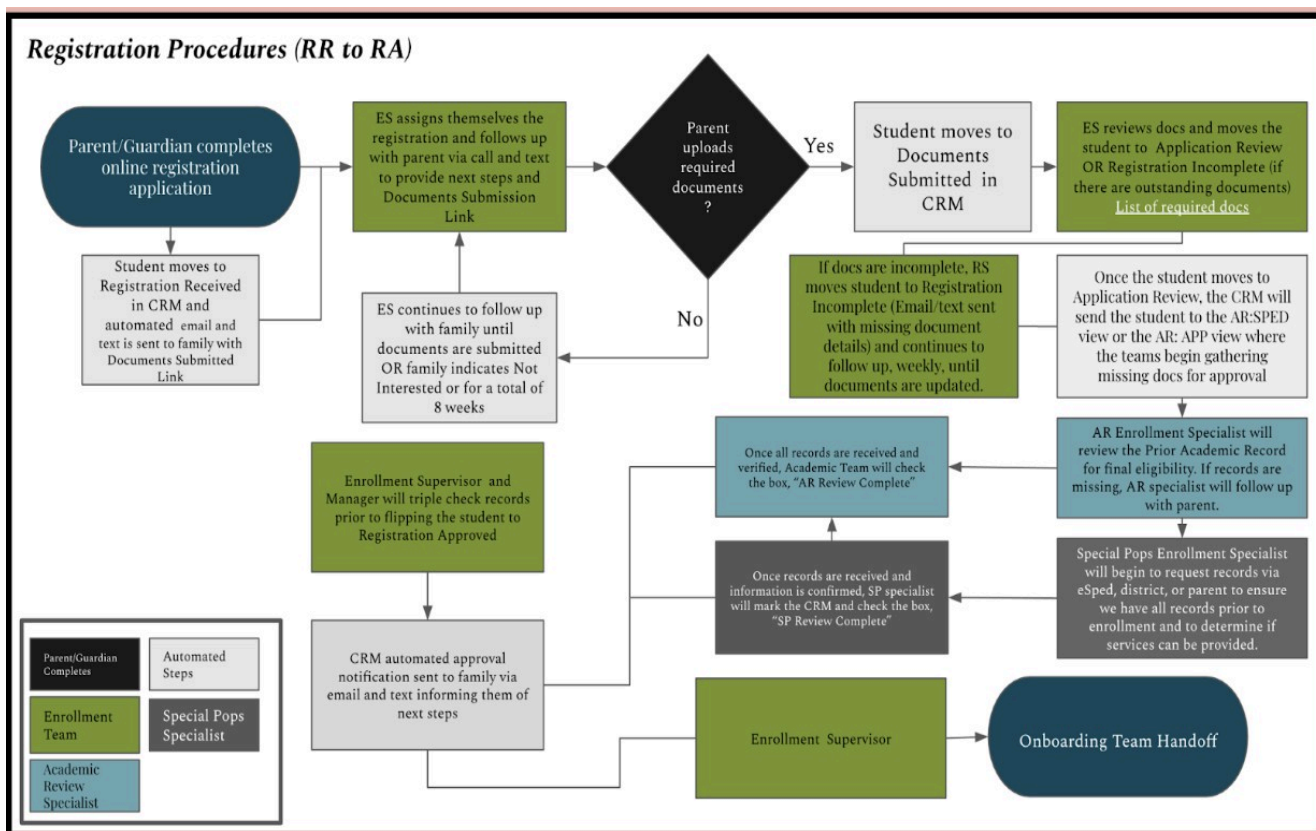
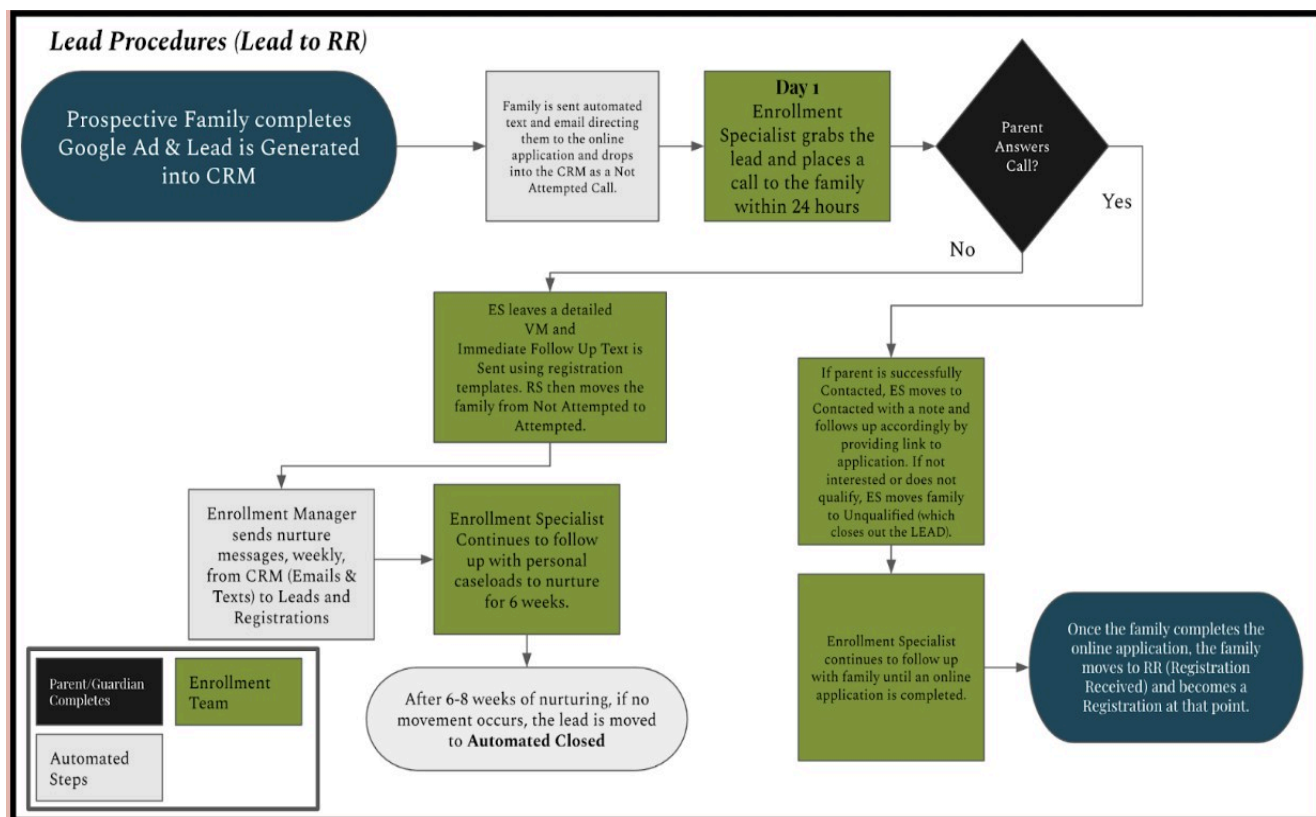
This policy ensures a structured, efficient, and family-centered enrollment process at Arkansas Virtual School, aligning with our commitment to putting kids first.

Enrollment Procedures Flowcharts



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Q62.

Explain how the community for the proposed school is similar and/or different from the community that schools in the Operator/CMO's portfolio currently serve.

The Founding Board recognized that the proposed school community has many similarities with the existing schools in Stellar Virtual's portfolio, particularly in terms of the need for flexible, accessible, and high-quality online education options for students who are underserved in our state's existing schools.

Stellar Virtual has a strong history of serving diverse populations across rural, urban, and suburban settings. Each of these types of areas poses different challenges for some families. Arkansas Virtual Tech Academy aims to be a high-quality option for all students, particularly those facing challenges or seeking additional options in location, courses, career pathways, and peer groups within their current school settings.

Many students in the state face barriers, including limited access to specialized programs, geographic isolation, and economic hardship. Stellar Virtual has extensive experience addressing these challenges within its communities. They have proven to have a student-centered program that offers wraparound services to ensure the students have the support they need to succeed.

The Founding Board and Stellar Virtual recognize that our state has some differences in terms of state-specific standards and cultural aspects. However, we are confident that our local expertise in the communities we serve will enhance Stellar Virtual's already successful program. As partners, we will apply a data-driven, locally responsive approach to serving our community members.

Q63.

Provide a portfolio summary of existing schools operated by the Operator/CMO. List all charter schools that have operated within the last five years. Please indicate if any of those schools have had their charter revoked, not renewed, or the CMO agreement was non-renewed or terminated by the Board.

eSchool Prep, Lone Star, and Indiana Online Learning Academy are operated by Stellar Virtual. These district schools only have one year of data since they are new.

Q64. For each school listed, provide name, location, years opened, grades served. In addition, please provide five years of data (or a maximum number of years of data available, if less than five) for the following categories:



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- a. Total enrollment.
- b. Statewide designations and letter grades, if applicable.
- c. Student Achievement
- d. Student Growth
- e. Graduation rate, if applicable.
- f. Demographic and socioeconomic breakdown.
 - i. % African American, Asian, Hispanic, White, Other race/ethnicity
 - ii. % Free and Reduced lunch
 - iii. % Special Education
 - iv. % English Language Learners/Emergent Bilingual
 - v. % Gifted and Talented

Please see the two attachments.

Applicant Evidence :

	
SV-Texas Schools Dat...	SV-Indiana Online Lea...
Uploaded on 6/13/2025 by Bernadette Ortiz-Brewster	Uploaded on 6/13/2025 by Bernadette Ortiz-Brewster

Q65. Select one of the network's lower-performing schools and describe its performance. What specific strategies have been implemented to improve performance?



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One of the network's lower-performing campuses is the high school program, which has historically struggled with course completion and student promotion rates.

The "SY23-24 vs SY24-25 Completion Data" chart illustrates this challenge. However, in SY24-25, proactive interventions have already led to improvement.

In response to these performance gaps, the network implemented a suite of targeted strategies:

- **Instructional Staff Development:** A robust teacher observation and development system was implemented, including a quarterly formal and informal observation cycle using rubrics and SOPs. Managers conducted formal observations, while Department Chairs conducted informal observations. All responses are tracked through Asana for review and reflection. A Teacher Mentor and Student Teacher programs were launched to support teacher quality and continuity.
- **Leadership Visibility and Data Monitoring:** Dashboards were developed to monitor student progress in real time, helping leaders intervene earlier and more effectively. Weekly data reviews inform action steps through Campus Improvement Plans, created in collaboration with Ft Stockton.
- **Enhance Student Academic Support:**
 - Blitz Implementation and BusyBee programs provide targeted academic interventions.
 - Math Live Lessons were increased to four weekly days to reinforce core instruction.
 - Amira was introduced to support literacy skills, particularly for struggling readers.
 - The MTSS framework was fully implemented to offer tiered support based on student data.
 - Dual Credit and CTE Expansion: A Dual Credit program with pathways to an associate's degree and Level 1-3 CTE Pathways was introduced, giving students more motivation and relevance in coursework.
- **Student and Family Support Enhancements:**
 - The academic department was restructured to be more student-centered, adding Grade Level Registrars and Counselors who met weekly L10 meetings for wraparound services.
 - The SAS and SOS rooms were separated to improve academic and behavioral interventions.
 - Family Support Services were expanded to ensure students and families receive assistance outside the classroom.
 - Special Populations Compliance: Staff must complete an accommodations documentation sheet to strengthen compliance and ensure individualized support.
- **New Teacher Onboarding & Summer PD:** A redesigned onboarding process and comprehensive annual professional development help ensure new and returning staff are well-equipped to meet student needs.

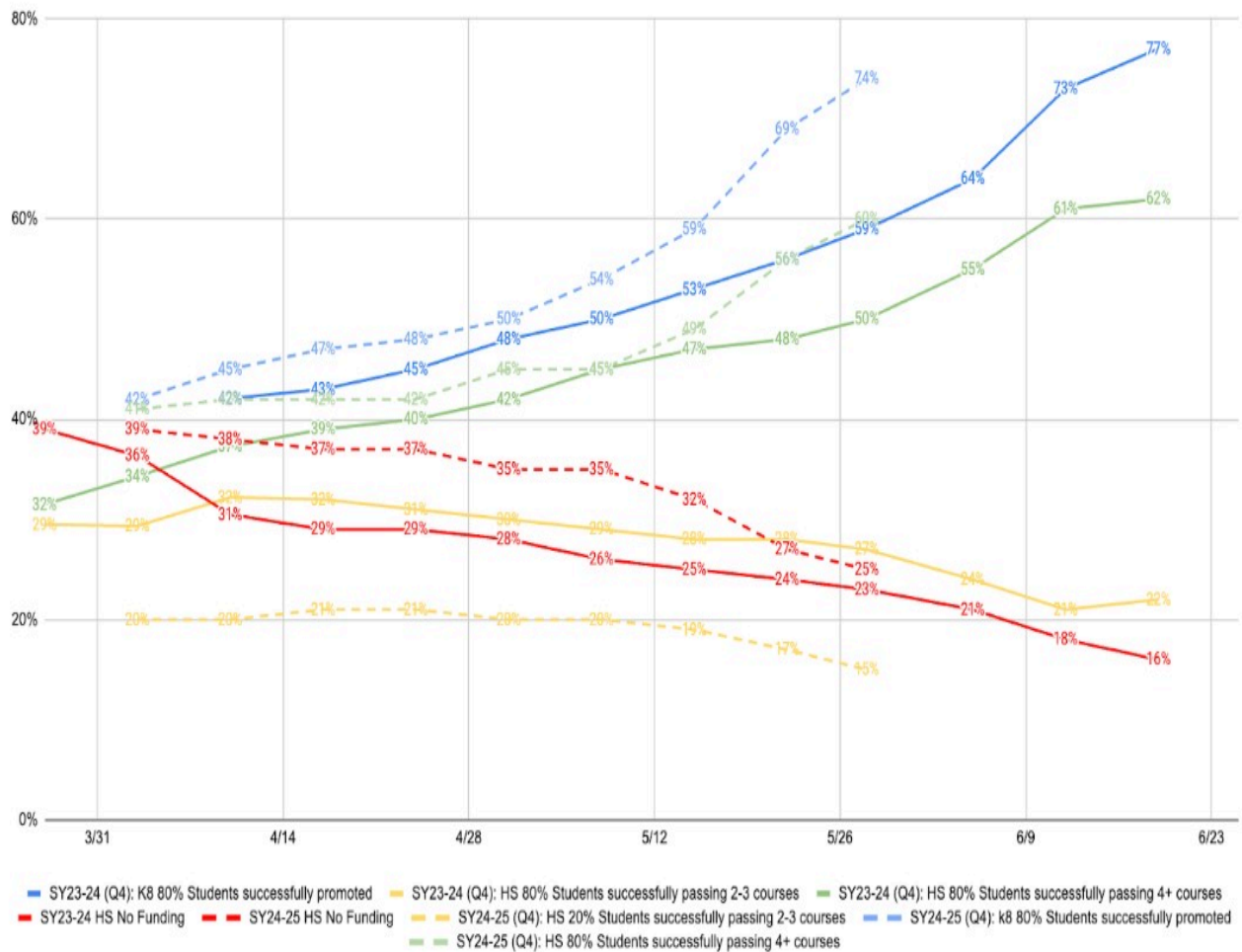
These strategies already demonstrate positive impact, as shown by the year-over-year gains. The school is committed to sustained growth through data-driven and student-centered reforms.



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SY 23-24 vs SY24-25 Completion Data



Q66.

Describe the scope of specific resources, services, or set of services that the Operator/CMO will provide for the school to support operation or management.



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Contracted Services

SV will provide all turnkey services required to operate a K-12 virtual school effectively. Some of the areas include:

- Human Resources
 - Given the uniqueness of the virtual workplace, HR functions will be tailored to online employees while maintaining efficient, effective, and supportive learning and working environments. HR functions are essential for fostering a positive culture, ensuring compliance, and enhancing the overall educational experience for both staff and students.
- Business Management
- Legal
- IT Support
- Special Education Service
- Marketing and Enrollment
- State Testing

Stellar Virtual has in place business management, legal, IT support, special education support, state testing support, marketing, enrollment, and placement teams that are staffed by professionals with experience specific to virtual education. These existing teams will be an integral part of the operational support network that Stellar Virtual brings to the schools it operates. As needs arise, additional staffing with virtual school experience may be added to these teams to support Stellar Virtual-operated schools better.

By partnering with an ESP to provide operational services, the school will benefit from access to staffing with experience operating similar schools in different states. This provides valuable access that the school could not afford if it had to hire staff to fill all these various roles. In addition, instead of focusing its efforts on the school's mission of providing all students in the state the opportunity to achieve their personal academic goals while achieving academic excellence through a more personalized experience, the school would need to expend a significant amount of time and energy hiring, retaining, disciplining and supervising staff.

Q67. Please describe and explain any monetary obligations designated for services or fees associated with partnering with the Operator/CMO (if applicable).



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As detailed in the proposed Educational Products & Services Agreement, Stellar Virtual provides turn-key services for 98% of Program Funding. Services include:

- School Staffing (Instructional & Administrative)
- Student Recruitment
- Enrollment Services & Academic Placement
- LMS, Curriculum, and Instructional Supports
- Student Technology & Related Support
- State Testing
- Compliance Services & Reporting to DESE
- HR & Payroll Support
- Professional Development
- Accounting Services & Related Reporting



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11. Addendum – Virtual or Blended Operator

Q68.

Will you be a virtual or blended operator?

- ☒ Yes
- ☐ No

Q69. Explain the rationale for opening and authorizing the online school.

Our proposed virtual school will serve as a complementary solution to traditional public education, offering the following:

- 24/7 access to coursework and self-paced learning options
- Certified teachers with experience in virtual instruction
- Tiered academic and socio-emotional support services
- Career and technical education (CTE) pathways

The school will also support students who require flexibility due to health conditions, family obligations, or other personal circumstances that make traditional in-person schooling more challenging.

Stellar Virtual has a proven track record of success in launching and operating high-quality virtual schools, and we are prepared to bring this expertise and support to Arkansas in close collaboration with state education leaders. Our model is grounded in data-driven instruction and commitment to equity. Authorizing this school will expand educational opportunity and innovation, which supports the state's vision under Arkansas's long-term goals.

Q70. How will authorizing the online school benefit the current student population of Arkansas?



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Our “School of One” approach offers a safe, flexible, personalized experience to meet every student's unique educational needs. Unlike school models that assess students based on traditional curricular goals, our model ensures students have an in-depth understanding of the content by mastering the content and demonstrating their knowledge in real-world situations.

Arkansas students will directly benefit from the authorization of the Arkansas Virtual Tech Academy. More students will have equitable access to high-quality, flexible, and innovative learning, which is even more important for historically disadvantaged students.

More students will have access to a rigorous, standards-aligned curriculum while progressing through a mastery-based instructional model customized just for them. The extremely supportive and welcoming environment will allow non-traditional students to continue their education and take advantage of the many opportunities their current schools might not offer them now.

Authorizing Arkansas Virtual School will allow us to share a common goal, reducing the many barriers our students often face. We are committed to helping students thrive regardless of their background or geographic location.

Q71. Describe the role of the teachers within the online learning environment.



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The school community understands that teacher-student interaction is crucial for the success and engagement of online students. Teachers utilize a variety of authentic activities and participatory learning techniques to ensure engagement and build rapport with each student.

Participatory learning techniques are crucial in online learning environments. They actively engage students and promote deeper understanding and retention of course material. In these environments, where students are physically distant from instructors and their peers, participatory techniques are essential for creating an interactive and collaborative learning community. They contribute to a more meaningful and effective educational experience, preparing students to succeed academically and professionally.

Other activities, such as applying recent learning, discussions, and reflection, require students to participate actively in their education. **Active engagement** helps students maintain their focus and interest and encourages students to think critically about course concepts by analyzing information. Students will also share perspectives, debate ideas, evaluate arguments, learn from each other's experiences, and make connections while **collaborating**. These critical thought-provoking processes allow students to **apply knowledge** through **problem-solving activities** and case studies, resulting in students transferring theoretical knowledge into practical skills.

Overall, participatory learning techniques foster active learning, in which students actively construct their knowledge rather than passively receive information. This active engagement leads to deeper understanding, retention, and application of course content, thus improving learning outcomes.

Teachers interact directly with students in various ways, such as 1:1 and small group sessions. The teachers and students also have multiple ways to discuss, provide, and receive feedback via internal chat and email. This allows for clarification of course content and assignments, as well as real-time instruction and feedback. These interactions reduce confusion, ensure students understand what is expected of them, and build personal relationships associated with increased motivation, engagement, and satisfaction.

Q72. Verify by your signature below that the proposed school will abide by the following high-quality standards for online instruction:

1. The Online School involves representatives of the Online School's community, as well as staff, in a collaborative process to develop and communicate the Online School's vision, mission, goals and results in a manner appropriate to the online model for that program. The Online School provides leadership, governance, and structure to support this vision, and these supports are used by all staff to guide the decision-making.



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2. **The Online School has a plan and timeline to accomplish the technological infrastructure capable of meeting the needs of students and staff and supporting teaching and learning. The Online School uses a variety of technological tools and has a user-friendly interface. The Online School meets industry-accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.**
3. **The Online School has and implements a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand the acceptable use of the Internet in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or "at location") to students, the Online School will use filtering software to prevent access to inappropriate materials.**
4. **Online Schools must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support for student academic achievement.**
5. **Online School demonstrates levels of attainment of statewide performance indicators that Meet expectations established by the Department's annual performance review.**
6. **The Online School's Teachers use ongoing, research-based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.**
7. **The Online School has a policy regarding course completion.**
8. **The Online School follows policies for tracking attendance, participation, and truancy. The policy includes documentation of Teacher/student interaction.**
9. **The Online School has a policy and the infrastructure to store, retrieve, analyze, and report required student, teacher, financial, and other required data collections.**
10. **The Online School has a policy of providing guidance counseling services as appropriate to grade level and student needs.**
11. **The Online School has a policy guiding school/home communication about student and program progress, school governance, and school accountability that is relevant, regular, and available in the native language where reasonable.**
12. **Instructional strategies, practices, and content address various learning needs and styles of students. The Online School uses a body of evidence to identify advanced, under**



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performing, economically disadvantaged, or other special needs students. The Online School will work to ensure that support structures and programs, including but not limited to Title I, ESL, Special Ed. and Gifted and Talented are integrated into the school's instructional program to promote and support student learning.

13. The Online School evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online School's leadership, teachers, parents, students, community members, and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the school performance reports.

14. The Online School shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.

15. The Online School has an established policy to conduct virtual home visits to enhance school-family engagement.

Signature

2026-27 School Calendar

July 2026						
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September 2026						
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Calendar Dates	
June 29 - July 3	Office Closed
Aug. 11	Student First Day
Sept. 7	Labor Day
Nov. 11	Veterans Day
Nov. 23 - 27	Thanksgiving Break
Dec. 18	End of Fall Semester
Dec. 21 - Jan. 1	Winter Break
Jan. 4	Start of Spring Semester
Jan. 18	Martin Luther King Jr. Day
Feb. 15	Presidents Day
March 21 - 26	Spring Break
May 19	End of Spring Semester
May 31	Memorial Day

October 2026						
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Calendar Key	
	Student Holiday - No School
	Office Closed - No School
	Students First Day of the Semester
	Students Last Day of the Semester

Sample

Tier 2 Intervention Placement:

Students scoring below the 40th percentile on the iReady will be placed in Tier 2 interventions to address academic needs. If a student scores below the 25th percentile on the AIMS Web, would be placed in Tier 2 intervention.

- *RIT Band Focus:* Teachers will utilize RIT scores to create flexible, live Tier 1 learning groups tailored to student needs.
- *Data-Driven Adjustments:* Mid-Year (MOY) and End-of-Year (EOY) testing will evaluate achievement status and projected growth, guiding Tier 2 placement and Tier 1 instructional strategies.
- *Individualized Support Plans:* All Tier 2 and Tier 3 students will have customized intervention plans to support targeted academic improvement.
- *Synchronous Instruction Requirements:*
 - Tier 2 Students: Receive 60 minutes of synchronous instruction weekly.
 - Tier 3 Students: Receive 90 minutes of synchronous instruction weekly.
- *Progress Monitoring:*
 - Tier 2 Students: Bi-weekly monitoring with a minimum of four data points.
 - Tier 3 Students: Weekly monitoring to ensure rapid response to student progress.

If a dyslexia screener indicates that a child has characteristics of dyslexia, then the LEA must:

- Notify the student's parent or legal guardian.
- Provide the student's parent or legal guardian with information and resource materials regarding dyslexia.
- Provide the student with appropriate tiered dyslexia-specific intervention through its RTI2 framework.
- Monitor the student's progress using a tool designed to measure the effectiveness of the intervention.

The school must also convene a school-based problem-solving team to analyze screening and progress monitoring data, assisting teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those who exhibit characteristics of dyslexia.

2026-27 School Calendar

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	Students Last Day of the Semester



Head of School - Job Description **SAMPLE**

Department / Division	Academics ▾ / School Administration ▾
Reports To (Title Only)	Vice President, Schools
Position Classification/ Type	Regular, Full-Time Salary (12-Month) ▾
Location / School	Remote - Stellar Virtual ▾

About Us

Stellar Virtual was founded in 2019 with one school in Texas. We serve parents of K-12 students who are unhappy with their current school or need an at-home/flexible learning environment. Stellar Virtual has grown to six schools across three states: **Texas, Arizona, and Indiana**. Stellar Virtual is committed to going above and beyond for our virtual families.

Our Mission

Empowering Families. Unleashing Potential.

Our Core Values

At Stellar Virtual, we are guided by five core values. For us, these values are more than just something in an employee handbook that you'll only hear about during orientation. These values are the pillars by which we operate all aspects of our organization. We talk about them often, and we expect that every one of our employees not only talks about our core values but also acts upon them.

So, it's important to us that anyone who joins Stellar embraces our core values.

1. **Kids First, Always:** we make student-centered decisions and always do what's best for our kids.
2. **Respect:** we assume the best of others and treat others the way we want to be treated.
3. **Create, Communicate, Collaborate:** we create together, communicate openly, and work as a team to deliver more than we ever could individually
4. **Make Your Motion Matter:** we work deliberately, efficiently and with a sense of purpose to achieve great results.
5. **Go the Extra Mile to Deliver a Stellar Customer Experience:** we recognize that every interaction, no matter how small or unrelated it may seem, is an opportunity to build trust and goodwill with our customers.



Position Overview

As Head of School for Stellar Virtual, you will be responsible for the academic, operational, and cultural leadership of virtual programs across the state. This role requires a seasoned educational leader who can manage a complex virtual school environment while driving academic excellence, operational efficiency, strong accountability, and exceptional student and family experiences in alignment with our core value of "Kids First, Always!"

Essential Duties & Responsibilities

- **Academic Leadership**
 - Drive vision, strategy, and excellence for an emerging virtual school.
 - Monitor and evaluate instructional effectiveness and student achievement data
 - Clearly understand and effectively manage state accountability systems to drive successful academic outcomes, a high state accountability rating, and ensure compliance with all state and federal regulations
 - Foster a culture of continuous improvement and academic excellence
- **Operational Management**
 - Oversee day-to-day operations of the state virtual programs.
 - Manage school budget and resource allocation effectively
 - Develop, implement, and refine systems and processes to support efficient operations at scale
 - Ensure compliance with all state regulatory requirements
 - Collaborate with learning, marketing, technology, and operations teams to ensure seamless operations
 - Implement and refine school policies and procedures
 - Ensure current, accurate, and actionable student data in state and district accountability systems.
- **Team Leadership**
 - Lead, develop, and inspire a large team of administrators, instructional leaders, and teachers
 - Drive recruitment, retention, and professional development of high-quality educators
 - Implement performance management systems that drive accountability and results
 - Create a collaborative, supportive, and high-performing school culture
 - Coach and develop leadership team members to build capacity across the organization
- **Student Success**
 - Implement effective intervention strategies for academically at-risk students
 - Drive systems for student engagement and participation in the virtual environment
 - Monitor student progress and achievement data to guide program improvements

- Foster student leadership opportunities and school community engagement
- Ensure successful implementation of student experience leveraging our three unique: UbU!, School of One, and Education with Destination.
- **Parent and Community Engagement**
 - Build strong relationships with parents and families across Nevada
 - Establish effective communication channels and feedback mechanisms
 - Lead parent education initiatives to support student success
 - Represent the school in community and state-level forums
 - Develop strategic partnerships to enhance educational opportunities
- **Strategic Growth**
 - Develop and implement strategies for sustainable enrollment growth
 - Identify opportunities for program enhancement and expansion
 - Collaborate with marketing and enrollment teams on recruitment strategies
 - Drive innovation in program offerings and student services
 - Contribute to the development of scalable models for future growth
- **Success Metrics**
 - Student academic achievement and growth measures
 - Student enrollment and retention rates
 - Parent and student satisfaction scores
 - Regulatory compliance and audit outcomes
 - State accountability scores
 - Attendance and completion/promotion rates
 - Budget management and fiscal responsibility
 - School culture and climate indicators

Knowledge, Skills & Attributes

- 10+ years of experience in K-12 education, with at least 5 years in senior leadership roles
- Proven track record of successful school leadership, preferably in a virtual or innovative learning environment
- Experience managing a large-scale educational program (5,000+ students)
- Deep knowledge of Nevada educational regulations, standards, and requirements
- Strong understanding of virtual education models and best practices
- Excellent organizational and operational management skills
- Demonstrated ability to lead large teams effectively
- Data-driven decision-making and analytical capabilities
- Outstanding communication and interpersonal skills
- Ability to build and maintain relationships with diverse stakeholders
- Strong financial acumen and budget management experience



- Demonstrated ability to lead and collaborate effectively in a remote environment
- Change management expertise and ability to drive continuous improvement
- Student-centered focus with unwavering commitment to academic excellence

Education & Certification Requirements

- Master's degree in Education, Educational Leadership, or related field required
- Valid Nevada teaching certification and/or administrative credentials required
- Experience with Nevada state educational regulations and compliance
- Additional educational leadership certifications are a plus

Equal Employment Opportunity (EEO): At Stellar Virtual, we embrace diversity and foster an inclusive and supportive work environment. We welcome applicants from all backgrounds and experiences. Stellar Virtual is an equal opportunity employer, and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

Technology Aspect

Stellar Virtual provides a company-issued laptop, equipped with the necessary software, security features, and internal support to all employees.

At-Will Notice

Employment with Stellar Virtual is on an at-will basis (only W2 employment types), meaning either the employee or the company may terminate the employment relationship at any time, with or without cause or notice, subject to applicable laws. Nothing in this job description should be construed as creating a guarantee of continued employment or a contract of employment for any specific duration.

Academic Counselor, K-12

Department / Sub-Dept.	Academics / Counseling
Reports To (Title Only)	Director, Academics - Arizona
Position Classification/ Type	Regular, Full-Time (Salary/W2) ▾
Location / School	Remote - Arizona Virtual Schools ▾

Position Overview

Arizona Virtual Schools seeks a compassionate and experienced Academic Counselor to provide comprehensive support services to students in grades K-12 within our virtual learning environment. This remote position will be responsible for fostering students' academic, social-emotional, and college/career development. The Academic Counselor will work collaboratively with students, parents, teachers, and administrators to create a supportive and success-oriented learning experience.

Essential Duties

- **One Number:** 80% Promotion
- Provide individual and group counseling to students regarding academic planning, course selection, graduation requirements, and post-secondary options.
- Develop and implement academic support plans for students experiencing academic difficulties.
- Monitor student academic progress and attendance, and proactively intervene when necessary.
- Collaborate with teachers and parents to address academic concerns and develop effective strategies for student success.
- Interpret and explain standardized test results to students and parents.
- Provide individual and group counseling to students addressing social, emotional, and behavioral concerns.
- Implement social-emotional learning (SEL) programs and initiatives within the virtual environment.
- Identify and address student needs related to mental health, bullying, peer relationships, and family issues.
- Serve as a point of contact and resource for students and families navigating personal challenges.
- Guide high school students through the college application process, including college research, essay writing, financial aid, and scholarship opportunities.
- Provide information and resources related to career exploration, vocational training, and post-secondary pathways.
- Organize virtual college and career events and presentations.
- Assist students with developing post-secondary plans aligned with their interests and goals.

- Collaborate effectively with teachers, administrators, special education staff, and other student support personnel.
- Communicate regularly with parents/guardians regarding student progress, concerns, and available resources.
- Participate in virtual team meetings and professional development opportunities.
- Adhere to ethical and legal standards of school counseling practice in Arizona.
- Maintain confidentiality of student information.
- Participate in school-wide initiatives and contribute to the overall success of the Arizona Virtual Schools program.

Knowledge, Skills & Attributes

- Minimum of two (2) years of experience as a school counselor, preferably working with a range of grade levels (K-12).
- Demonstrated experience in providing individual and group counseling.
- Strong understanding of child and adolescent development.
- Knowledge of academic advising, college and career counseling, and social-emotional learning principles.
- Excellent communication, interpersonal, and organizational skills.
- Ability to work independently and collaboratively in a virtual environment.
- Proficiency in using technology for communication, counseling, and record-keeping.
- Empathy, patience, and a genuine commitment to supporting student well-being.
- Residency in the state of Arizona is required.

Education & Certification Requirements

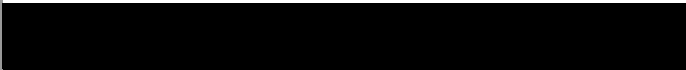
- A master's degree in School Counseling or a related field.
- A valid Arizona School Counselor certification or eligibility for certification.

***First year with Fort Stockton ISD			
	GRADE LEVELS	TOTAL ENROLLMEN T	STATEWIDE DESIGNATION/LETTER GRADES
	KG	285	N/A
	1ST	342	
	2ND	289	
	3RD	268	
	4TH	256	
	5TH	294	
	6TH	402	
	7TH	603	
	8TH	775	
	GRADE LEVELS	TOTAL ENROLLMEN T	STATEWIDE DESIGNATION/LETTER GRADES
	9TH	1188	N/A
	10TH	791	
	11TH	622	
	12TH	111	

GRADE LEVELS	TOTAL ENROLLMENT	STATEWIDE DESIGNATION/LETTER GRADES
KG	433	N/A
1ST	464	
2ND	467	
3RD	457	
4TH	469	
5TH	478	
6TH	695	
7TH	1001	
8TH	1186	



GRADE LEVELS	TOTAL ENROLLMENT	STATEWIDE DESIGNATION/LETTER GRADES
9TH	1056	N/A
10TH	1127	
11TH	878	
12TH	567	



GRADE LEVELS	TOTAL ENROLLMENT	STATEWIDE DESIGNATION/LETTER GRADES
9TH	1012	N/A
10TH	580	
11TH	323	
12TH	124	

*****2nd Year
with Fort
Stockton ISD**



2023-2024 FORT STOCKTON ISD ESCHOOL PREP ACADEMY				
STUDENT ACHIEVEMENT	STUDENT GROWTH	GRADUATIO N RATE	ETHNICITY	DEMOGRAPHIC AND SOCIOECONOMIC BREAKDOWN
N/A	SCORE 38	N/A	Black/Afican American	21.96%
			Asian	1.99%
			American Indian	0.57%
			Hispanic	44.24%
			White	25.12%
			Hawaiian/Pacific	
			Islander	0.34%
			Two or More Races	5.78%

LONE STAR VIRTUAL ACADEMY				
STUDENT ACHIEVEMENT	STUDENT GROWTH	GRADUATIO N RATE	ETHNICITY	DEMOGRAPHIC AND SOCIOECONOMIC BREAKDOWN
N/A	SCORE 49	N/A	Black/Afican American	19.84%
			Asian	1.70%
			American Indian	0.52%
			Hispanic	43.33%
			White	28.80%
			Hawaiian/Pacific	
			Islander	0.04%
			Two or More Races	5.79%

2024-2025 FORT STOCKTON ISD ESCHOOL PREP ACADEMY

STUDENT ACHIEVEMENT	STUDENT GROWTH	GRADUATION RATE	ETHNICITY	DEMOGRAPHIC AND SOCIOECONOMIC BREAKDOWN
N/A	N/A	N/A	Black/African American	22.65%
			Asian	2.53%
			American Indian	0.64%
			Hispanic	41.31%
			White	26.51%
			Hawaiian/Pacific Islander	0.35%
			Two or More Races	6.00%



LONE STAR VIRTUAL ACADEMY

STUDENT ACHIEVEMENT	STUDENT GROWTH	GRADUATION RATE	ETHNICITY	DEMOGRAPHIC AND SOCIOECONOMIC BREAKDOWN
N/A	N/A	N/A	Black/African American	18.14%
			Asian	1.76%
			American Indian	0.50%
			Hispanic	42.12%
			White	31.81%
			Hawaiian/Pacific Islander	0.14%
			Two or More Races	5.54%



BUTZ PREP ACADEMY

STUDENT ACHIEVEMENT	STUDENT GROWTH	GRADUATION RATE	ETHNICITY	DEMOGRAPHIC AND SOCIOECONOMIC BREAKDOWN
N/A	N/A	N/A	Black/African American	18.39%
			Asian	1.03%
			American Indian	0.78%
			Hispanic	47.77%
			White	27.12%
			Hawaiian/Pacific Islander	0.39%
			Two or More Races	4.51%

[REDACTED]

Free and Reduced Lunch	Special Education	ESL/Emergent Bilingual	Gifted & Talented
9.25%	1.85%	0.06%	0.43%
0.57%	0.17%	0.28%	0.03%
0.26%	0.00%	0.60%	0.00%
17.04%	4.07%	3.02%	1.14%
9.96%	2.45%	0.94%	0.51%
0.06%	0.00%	0.00%	0.00%
2.19%	0.63%	0.09%	0.20%

[REDACTED]

Free and Reduced Lunch	Special Education	ESL/Emergent Bilingual	Gifted & Talented
6.86%	2.14%	0.41%	0.18%
0.55%	0.18%	0.26%	0.00%
0.07%	0.07%	0.00%	0.04%
14.38%	3.98%	4.72%	0.63%
8.52%	2.91%	0.88%	0.55%
0.04%	0.00%	0.00%	0.00%
2.32%	0.37%	0.22%	0.04%

[REDACTED]

Free and Reduced Lunch	Special Education	ESL/Emergent Bilingual	Gifted & Talented
19.04%	2.25%	0.27%	0.65%
1.17%	0.07%	0.58%	0.16%
0.51%	0.07%	0.05%	0.02%
31.59%	4.60%	4.67%	1.31%
16.99%	3.68%	0.78%	1.04%
0.28%	0.02%	0.00%	0.00%
4.11%	0.62%	0.02%	0.19%



Free and Reduced Lunch	Special Education	ESL/Emergent Bilingual	Gifted & Talented
13.62%	2.15%	0.30%	0.22%
0.58%	0.11%	0.44%	0.03%
0.39%	0.08%	0.03%	0.00%
30.13%	3.89%	5.57%	0.80%
16.26%	3.34%	0.52%	0.58%
0.06%	0.00%	0.00%	0.00%
3.61%	0.77%	0.08%	0.08%



Free and Reduced Lunch	Special Education	ESL/Emergent Bilingual	Gifted & Talented
13.19%	2.65%	0.29%	0.20%
0.69%	0.05%	0.34%	0.00%
0.54%	0.10%	0.00%	0.00%
31.19%	5.69%	8.63%	0.59%
15.15%	3.53%	0.93%	0.20%
0.29%	0.76%	0.05%	0.00%
2.89%	5.73%	0.10%	0.05%

Column 1	2023-2024	Year 2	Year 3	Year 4
Total Enrollment	823			
Statewide Designations	Unknown			
Letter Grades	A-F			
Student Achievement	Unknown			
Student Growth	Unknown			
Graduation Rate	NA			
% African American	17.27%			
%Asian	1.45%			
%Hispanic	10.70%			
%White	66.22%			
%Other	1.34%			
%Free and Reduced Lunch	38.32%			
%Special Education	16.54%			
%ELL	1.45%			
%Gifted and Talented	1.33%			

[illegible]

[illegible]

Main Criteria: Arkansas Standards
Secondary Criteria: Kindergarten Social Studies
Subject: Social Studies
Grade: K
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: K - Adopted: 2014

STRAND / TOPIC **AR.SS.C. Civics/Government**

CONTENT STANDARD	C.1.K.	Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.
PERFORMANCE EXPECTATION		Structure and Function

BENCHMARK / PROFICIENCY C.1.K.2. Describe the role of a school and its leaders (D2.Civ.1.K-2).

Kindergarten Social Studies

Unit 1 - People Have Needs and Wants: Lesson 4 - What is a Community?
Unit 6 - Rules and Laws: Interactive Activity: Who is in charge?
Unit 6 - Rules and Laws: Lesson 4 - Who is in charge of rules and laws?
Unit 7 - Leaders: Interactive Activity: Matching - What does a leader do?
Unit 7 - Leaders: Lesson 1 - What makes a leader?
Unit 7 - Leaders: Lesson 2 - Where are leaders found?

STRAND / TOPIC **AR.SS.C. Civics/Government**

CONTENT STANDARD	C.2.K.	Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
PERFORMANCE EXPECTATION		Citizenship

BENCHMARK / PROFICIENCY C.2.K.1. Recognize state and national symbols and patriotic songs (D.1.3.K-2).

Kindergarten Social Studies

Unit 8 - State and National Symbols: Interactive Activity: Match the Patriotic Symbols
Unit 8 - State and National Symbols: Interactive Activity: Pledge of Allegiance Respect
Unit 8 - State and National Symbols: Lesson 1 - What are patriotic symbols?
Unit 8 - State and National Symbols: Lesson 2 - What is the Pledge of Allegiance?
Unit 8 - State and National Symbols: Lesson 3 - What are state symbols?
Unit 8 - State and National Symbols: Lesson 4 - What are more state symbols?
Unit 8 - State and National Symbols: Lesson 5 - Which animals are state symbols?

BENCHMARK / PROFICIENCY C.2.K.2. Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags (D2.Civ.7.K-2).

Kindergarten Social Studies

Unit 8 - State and National Symbols: Interactive Activity: Match the Patriotic Symbols
Unit 8 - State and National Symbols: Interactive Activity: Pledge of Allegiance Respect
Unit 8 - State and National Symbols: Lesson 1 - What are patriotic symbols?
Unit 8 - State and National Symbols: Lesson 2 - What is the Pledge of Allegiance?
Unit 8 - State and National Symbols: Lesson 4 - What are more state symbols?

BENCHMARK / PROFICIENCY	C.2.K.3.	Discuss responsibilities of being a good citizen (D2.Civ.8.K-2).
<u>Kindergarten Social Studies</u> Unit 7 - Leaders: Interactive Activity: Matching - Who won the vote? Unit 7 - Leaders: Lesson 3 - Why do we vote?		

STRAND / TOPIC **AR.SS.C. Civics/Government**

CONTENT STANDARD	C.3.K.	Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.
PERFORMANCE EXPECTATION		Processes, Rules, and Laws

BENCHMARK / PROFICIENCY	C.3.K.1.	Recognize the need for rules and consequences (D2.Civ.12.K-2).
<u>Kindergarten Social Studies</u> Unit 6 - Rules and Laws: Activity: Cause and Effect (Printable) Unit 6 - Rules and Laws: Interactive Activity: City Rules Unit 6 - Rules and Laws: Lesson 1 - Why do we have rules? Unit 6 - Rules and Laws: Lesson 2 - What are the rules in our community?		

BENCHMARK / PROFICIENCY	C.3.K.2.	Discuss ways people improve communities (D2.Civ.12.K-2).
<u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 4 - What is a Community? Unit 2 - How Jobs Help People: Lesson 6 - What jobs can I do? Unit 7 - Leaders: Interactive Activity: Matching - Who won the vote? Unit 7 - Leaders: Lesson 3 - Why do we vote?		

STRAND / TOPIC **AR.SS.E. Economics**

CONTENT STANDARD	E.5.K.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
PERFORMANCE EXPECTATION		Human Resources

BENCHMARK / PROFICIENCY	E.5.K.1.	Identify human, natural, and capital resources (D2.Eco.3, 6.K-2).
<u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 5 - How Do People Live? Unit 5 - Landforms and Climates: Interactive Activity: Natural Resource Matching Unit 5 - Landforms and Climates: Lesson 3 - How does Earth provide for us? Unit 5 - Landforms and Climates: Lesson 4 - How do we experience weather?		

STRAND / TOPIC **AR.SS.E. Economics**

CONTENT STANDARD	E.5.K.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
PERFORMANCE EXPECTATION		Production and Consumption

BENCHMARK / PROFICIENCY	E.5.K.2.	Discuss ways producers use human, natural, and capital resources in the production of goods and services (D2.Eco.3, 4.K-2).
<u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 3 - How Can We Meet Wants and Needs Unit 2 - How Jobs Help People: Lesson 1 - Why do people have jobs?		

STRAND / TOPIC **AR.SS.E. Economics**

CONTENT STANDARD	E.6.K.	Growth and Stability - Students will evaluate economic growth and stability.
PERFORMANCE EXPECTATION		Money

BENCHMARK / PROFICIENCY	E.6.K.1.	Recognize consumers use money as a medium of exchange to satisfy economic wants (D2.Eco.5.K-2).
<u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 3 - How Can We Meet Wants and Needs Unit 2 - How Jobs Help People: Lesson 1 - Why do people have jobs?		

STRAND / TOPIC **AR.SS.E. Economics**

CONTENT STANDARD	E.7.K.	Global Economy - Students will analyze economic interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Interdependence

BENCHMARK / PROFICIENCY	E.7.K.1.	Discuss why people trade goods and services (D2.Eco.14.K-2).
<u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 3 - How Can We Meet Wants and Needs		

BENCHMARK / PROFICIENCY	E.7.K.2.	Identify where products used in daily life are produced (D2.Eco.15.K-2).
<u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 5 - How Do People Live? Unit 5 - Landforms and Climates: Interactive Activity: Natural Resource Matching Unit 5 - Landforms and Climates: Lesson 3 - How does Earth provide for us?		

STRAND / TOPIC **AR.SS.G. Geography**

CONTENT STANDARD	G.8.K.	Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.
PERFORMANCE EXPECTATION		Spatial Views of the World

BENCHMARK / PROFICIENCY	G.8.K.1.	Describe familiar places using words related to location, direction, and distance (D2.Geo.2.K-2).
<u>Kindergarten Social Studies</u> Unit 4 - Map Skills: Interactive Activity: Location Unit 4 - Map Skills: Lesson 1 - What do maps show? Unit 4 - Map Skills: Lesson 2 - Where is it located? Unit 4 - Map Skills: Lesson 3 - What are location words? Unit 4 - Map Skills: Lesson 5 - Use a map or globe?		

BENCHMARK / PROFICIENCY	G.8.K.2.	Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places (D2.Geo.2.K-2). <u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 4 - What is a Community? Unit 4 - Map Skills: Lesson 2 - Where is it located? Unit 4 - Map Skills: Lesson 4 - What is a globe? Unit 4 - Map Skills: Lesson 5 - Use a map or globe?

BENCHMARK / PROFICIENCY	G.8.K.3.	Explain map symbols, legends, and compass rose (D2.Geo.1.K-2). <u>Kindergarten Social Studies</u> Unit 4 - Map Skills: Interactive Activity: Location Unit 4 - Map Skills: Lesson 1 - What do maps show? Unit 4 - Map Skills: Lesson 2 - Where is it located? Unit 4 - Map Skills: Lesson 5 - Use a map or globe?

STRAND / TOPIC **AR.SS.G. Geography**

CONTENT STANDARD	G.9.K.	Human-Environment Interaction - Students will analyze the interaction between humans and the environment.
PERFORMANCE EXPECTATION		Place, Region, and Culture

BENCHMARK / PROFICIENCY	G.9.K.1.	Describe ways humans have a positive impact on the environment (D2.Geo.5.K-2). <u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 4 - What is a Community?

BENCHMARK / PROFICIENCY	G.9.K.3.	Identify ways weather and climate impact daily life (D2.Geo.4.K-2). <u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 5 - How Do People Live? Unit 5 - Landforms and Climates: Lesson 4 - How do we experience weather? Unit 5 - Landforms and Climates: Lesson 5 - What is climate?

STRAND / TOPIC **AR.SS.G. Geography**

CONTENT STANDARD	G.10.K.	Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.
PERFORMANCE EXPECTATION		Resources and Movement

BENCHMARK / PROFICIENCY	G.10.K.1.	Discuss natural resources in the community which can be used to meet daily needs (D2.Geo.8.K-2). <u>Kindergarten Social Studies</u> Unit 1 - People Have Needs and Wants: Lesson 5 - How Do People Live? Unit 5 - Landforms and Climates: Interactive Activity: Natural Resource Matching Unit 5 - Landforms and Climates: Lesson 3 - How does Earth provide for us?

STRAND / TOPIC **AR.SS.G. Geography**

CONTENT STANDARD	G.11.K.	Global Interconnections - Students will compare global places and regions and the connections between them.

PERFORMANCE EXPECTATION		Changing Spatial Patterns

BENCHMARK / PROFICIENCY G.11.K.1. Discuss connections to other people in places around the world (e.g., where products are made, celebrations, dance, art, food, toys) (D2.Geo.11.K-2).

Kindergarten Social Studies

Unit 1 - People Have Needs and Wants: Lesson 1 - What Do We Need?
Unit 1 - People Have Needs and Wants: Lesson 5 - How Do People Live?
Unit 3 - Families: Lesson 1 - What is Culture?
Unit 3 - Families: Lesson 4 - What are Religious Traditions?
Unit 5 - Landforms and Climates: Interactive Activity: Natural Resource Matching
Unit 5 - Landforms and Climates: Lesson 3 - How does Earth provide for us?
Unit 9 - Holidays and Celebrations: Lesson 1 - What are customs?

STRAND / TOPIC

AR.SS.H. History

CONTENT STANDARD	H.12.K.	Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.
PERFORMANCE EXPECTATION		Change Over Time

BENCHMARK / PROFICIENCY H.12.K.3. Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication) (D2.His.2.K-2).

Kindergarten Social Studies

Unit 10 - Good Things Come from Technology: Activity: Before and After (Printable)

STRAND / TOPIC

AR.SS.H. History

CONTENT STANDARD	H.12.K.	Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.
PERFORMANCE EXPECTATION		Contextualization

BENCHMARK / PROFICIENCY H.12.K.4. Recognize historic figures and other people that have made an impact on history.

Kindergarten Social Studies

Unit 7 - Leaders: Lesson 4 - Who is George Washington?

BENCHMARK / PROFICIENCY H.12.K.5. Identify the purpose of national holidays and describe the people or events celebrated (e.g., Thanksgiving, Veteran's Day, President's Day, Martin Luther King, Jr. Day).

Kindergarten Social Studies

Unit 3 - Families: Interactive Activity: Traditions
Unit 3 - Families: Lesson 1 - What is Culture?
Unit 3 - Families: Lesson 2 - How are Families the Same and Different?
Unit 3 - Families: Lesson 5 - How are Birthdays a Tradition?
Unit 3 - Families: Lesson 6 - How is Thanksgiving a family Tradition?
Unit 9 - Holidays and Celebrations: Interactive Activity: Independence Day Customs
Unit 9 - Holidays and Celebrations: Interactive Activity: Patriotic Holiday
Unit 9 - Holidays and Celebrations: Lesson 1 - What are customs?
Unit 9 - Holidays and Celebrations: Lesson 2 - What are patriotic holidays?
Unit 9 - Holidays and Celebrations: Lesson 3 - How do we celebrate Independence Day?
Unit 9 - Holidays and Celebrations: Lesson 4 - Why do we celebrate Veterans Day?
Unit 9 - Holidays and Celebrations: Lesson 5 - What is Presidents' Day?

STRAND / TOPIC **AR.SS.H. History**

CONTENT STANDARD	H.13.K.	Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Evidence

BENCHMARK / PROFICIENCY H.13.K.3. Describe ways people learn about the past (e.g., photos, artifacts, diaries, oral history, stories) (D2.His.10.K-2).

Kindergarten Social Studies

Unit 10 - Good Things Come from Technology: Lesson 3 - What technology is used at home?

BENCHMARK / PROFICIENCY H.13.K.5. Formulate questions that relate to a family member, family event, or family tradition (D1.2.K-2, D2.His.12.K-2).

Kindergarten Social Studies

Unit 1 - People Have Needs and Wants: Lesson 4 - What is a Community?

Unit 3 - Families: Activity: Interview (Printable)

Unit 3 - Families: Interactive Activity: Traditions

Unit 3 - Families: Lesson 2 - How are Families the Same and Different?

Unit 3 - Families: Lesson 3 - What is a Family Tradition?

Unit 3 - Families: Lesson 4 - What are Religious Traditions?

Unit 3 - Families: Lesson 5 - How are Birthdays a Tradition?

Unit 3 - Families: Lesson 6 - How is Thanksgiving a family Tradition?

Unit 7 - Leaders: Interactive Activity: Matching - What does a leader do?

STRAND / TOPIC **AR.SS.H. History**

CONTENT STANDARD	H.13.K.	Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Causation

BENCHMARK / PROFICIENCY H.13.K.6. Identify changes in the classroom/school in terms of cause and effect (D2.His.14.K-2).

Kindergarten Social Studies

Unit 1 - People Have Needs and Wants: Lesson 4 - What is a Community?

Main Criteria: Arkansas Standards
Secondary Criteria: US Government
Subject: Social Studies
Grade: 12
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 12 - Adopted: 2014

STRAND / TOPIC **AR.SS.AA African American History H.**

CONTENT STANDARD	HJC.AA H.	Hardening of Jim Crow 1877-1920
PERFORMANCE EXPECTATION	HJC.4.A AH.	Students will analyze the African American experience in the post-Reconstruction Era.

BENCHMARK / PROFICIENCY HJC.4.AA H.2. Analyze various experiences of African American men and women during the Jim Crow time period from a variety of perspectives using primary and secondary sources (e.g., education, religion, art, entertainment, social institutions, political organizations, segregation).

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Quiz 3

BENCHMARK / PROFICIENCY HJC.4.A AH.3. Analyze the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920.

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Quiz 3

STRAND / TOPIC **AR.SS.AA African American History H.**

CONTENT STANDARD	IE.AAH.	Illusion of Equality 1950-1970
PERFORMANCE EXPECTATION	IE.6.AA H.	Students will analyze the African American experience from 1950-1970.

BENCHMARK / PROFICIENCY IE.6.AAH. 1. Analyze the various influences of African Americans on political change during the mid-1900s using primary and secondary sources (e.g., feminism, civil rights organizations, political organizations, and labor unions, military).

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Quiz 3

BENCHMARK / PROFICIENCY IE.6.AAH. 2. Examine the various influences of African Americans on social change using primary and secondary sources from multiple perspectives (e.g., migration, feminism, military, social organizations).

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Quiz 3

BENCHMARK / PROFICIENCY	IE.6.AAH. 3.	Examine various ways African Americans participated in the Civil Rights Movement and the effects of their actions using a variety of primary and secondary sources (e.g., sit-ins, boycotts, marches, speeches, music, methodologies, organizations).
		<u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law

BENCHMARK / PROFICIENCY	IE.6.AAH. 4.	Analyze the effects of legislative developments on the African American experience between 1950-1970 (e.g., voting, civil rights, fair housing, education, employment, affirmative action).
		<u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3 Unit 4: Lesson 4 - Nature of Public Opinion

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	CPI.C.	Civic and Political Institutions
PERFORMANCE EXPECTATION	CPI.1.C.	Students will analyze the structure and functions of various types of government.

BENCHMARK / PROFICIENCY	CPI.1.C.1.	Analyze the establishment and purposes of government.
		<u>US Government</u> Unit 2: Lesson 4 - Understanding Federalism Unit 2: Lesson 6 - Distribution of Constitutional Power Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 5: Lesson 2 - State Government and Politics Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	CPI.1.C.2	Construct explanations comparing and contrasting the ideologies of various governments and ways they have changed over time using multiple sources (e.g., anarchy, oligarchy, monarchy, theocracy, autocracy, direct democracy, representative democracy).
		<u>US Government</u> Unit 1: Lesson 3 - Classification of Government Unit 1: Quiz 1

BENCHMARK / PROFICIENCY	CPI.1.C.3	Analyze the rationale for the structure of the U.S. Constitution using a variety of primary and secondary sources.
		<u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 8 - First Amendment—Freedom of Religion Unit 2: Project 2: The Constitutional Definition of Federalism Unit 2: Quiz 1

BENCHMARK / PROFICIENCY	CPI.1.C.4	Analyze the purpose, organization, authority, and function of each of the three branches of government at the federal and state levels.
		<u>US Government</u> Unit 3: Lesson 1 - The Structure of Congress Unit 3: Lesson 10 - The Supreme Court as a Political Institution Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 3 - The Process in Congress Unit 3: Lesson 4 - The Roles of the Presidency Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 2 - State Government and Politics Unit 5: Quiz 1

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	CPI.C.	Civic and Political Institutions
PERFORMANCE EXPECTATION	CPI.2.C.	Students will analyze the roles of political institutions in governing and protecting citizens.

BENCHMARK / PROFICIENCY CPI.2.C.1. Explain how federal, state, and local governments acquire power.

US Government

Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation

Unit 1: Lesson 9 - Provisions of the Articles of Confederation

Unit 1: Project 3: Analyzing the Articles of Confederation

Unit 2: Lesson 3 - A More Perfect Union

Unit 2: Lesson 4 - Understanding Federalism

Unit 2: Lesson 5 - Redefining Federalism

Unit 2: Lesson 6 - Distribution of Constitutional Power

Unit 2: Lesson 7 - Federalism and Rights

Unit 2: Project 2: The Constitutional Definition of Federalism

Unit 2: Quiz 2

Unit 3: Lesson 8 - The Structure of the Federal Judiciary

Unit 5: Lesson 1 - Relationships Among Governments

BENCHMARK / CPI.2.C.2 Differentiate among delegated, concurrent, and reserved powers.
PROFICIENCY .

US Government

Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation

Unit 1: Lesson 9 - Provisions of the Articles of Confederation

Unit 1: Project 3: Analyzing the Articles of Confederation

Unit 2: Lesson 3 - A More Perfect Union

Unit 2: Lesson 4 - Understanding Federalism

Unit 2: Lesson 5 - Redefining Federalism

Unit 2: Lesson 6 - Distribution of Constitutional Power

Unit 2: Lesson 7 - Federalism and Rights

Unit 2: Project 2: The Constitutional Definition of Federalism

Unit 2: Quiz 2

Unit 3: Lesson 1 - The Structure of Congress

Unit 3: Lesson 10 - The Supreme Court as a Political Institution

Unit 3: Lesson 2 - The Powers of Congress

Unit 3: Lesson 3 - The Process in Congress

Unit 3: Lesson 4 - The Roles of the Presidency

Unit 3: Lesson 5 - The Powers of the Presidency

Unit 3: Lesson 6 - The Process of the Presidency

Unit 3: Lesson 7 - The Resources of the Presidency

Unit 3: Lesson 8 - The Structure of the Federal Judiciary

Unit 3: Lesson 9 - The Powers of the Federal Judiciary

Unit 3: Project: Writing Your Congressman—Immigration Reform

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Functions and Organization of Political Parties

Unit 4: Lesson 2 - The Evolution of the Two-Party System

Unit 4: Lesson 3 - Interest Groups in American Politics

Unit 4: Lesson 4 - Nature of Public Opinion

Unit 4: Lesson 5 - Political Ideology

Unit 4: Lesson 6 - Political Culture of America

Unit 4: Lesson 7 - Voting

Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties

Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context

Unit 4: Project 2: Polling Your Community

Unit 4: Project 3: Dilemmas in Society—Finding the Balance

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 1 - Relationships Among Governments

Unit 5: Lesson 2 - State Government and Politics

Unit 5: Lesson 3 - Local Government and Politics

Unit 5: Lesson 4 - Comparing Economics Systems

Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies

Unit 5: Lesson 6 - The Budget Process

Unit 5: Lesson 7 - Domestic Policy and American Cultures

Unit 5: Lesson 8 - Foreign Policy

Unit 5: Lesson 9 - America's Challenges

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	CPI.2.C.3 .	Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources.

US Government

Unit 2: Lesson 3 - A More Perfect Union

Unit 3: Lesson 1 - The Structure of Congress

Unit 3: Lesson 2 - The Powers of Congress

Unit 3: Lesson 3 - The Process in Congress

Unit 3: Lesson 4 - The Roles of the Presidency

Unit 3: Lesson 5 - The Powers of the Presidency

Unit 3: Lesson 9 - The Powers of the Federal Judiciary

Unit 3: Quiz 1

Unit 3: Quiz 3

Unit 4: Lesson 3 - Interest Groups in American Politics

Unit 4: Quiz 1

BENCHMARK / PROFICIENCY	CPI.2.C.4 .	Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested.

US Government

Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 1: Project 3: Analyzing the Articles of Confederation
Unit 2: Lesson 3 - A More Perfect Union
Unit 2: Lesson 4 - Understanding Federalism
Unit 2: Lesson 5 - Redefining Federalism
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 2
Unit 3: Lesson 1 - The Structure of Congress
Unit 3: Lesson 10 - The Supreme Court as a Political Institution
Unit 3: Lesson 2 - The Powers of Congress
Unit 3: Lesson 3 - The Process in Congress
Unit 3: Lesson 4 - The Roles of the Presidency
Unit 3: Lesson 5 - The Powers of the Presidency
Unit 3: Lesson 6 - The Process of the Presidency
Unit 3: Lesson 7 - The Resources of the Presidency
Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 3: Lesson 9 - The Powers of the Federal Judiciary
Unit 3: Project: Writing Your Congressman—Immigration Reform
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Functions and Organization of Political Parties
Unit 4: Lesson 2 - The Evolution of the Two-Party System
Unit 4: Lesson 3 - Interest Groups in American Politics
Unit 4: Lesson 4 - Nature of Public Opinion
Unit 4: Lesson 5 - Political Ideology
Unit 4: Lesson 6 - Political Culture of America
Unit 4: Lesson 7 - Voting
Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties
Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context
Unit 4: Project 2: Polling Your Community
Unit 4: Project 3: Dilemmas in Society—Finding the Balance
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Relationships Among Governments
Unit 5: Lesson 2 - State Government and Politics
Unit 5: Lesson 3 - Local Government and Politics
Unit 5: Lesson 4 - Comparing Economics Systems
Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
Unit 5: Lesson 6 - The Budget Process
Unit 5: Lesson 7 - Domestic Policy and American Cultures
Unit 5: Lesson 8 - Foreign Policy
Unit 5: Lesson 9 - America's Challenges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	PD.C.	Participation and Deliberation
PERFORMANCE EXPECTATION	PD.3.C.	Students will analyze the role of citizens in society.

BENCHMARK / PROFICIENCY	PD.3.C.1.	Evaluate rights and responsibilities of citizens in the United States.
		<u>US Government</u> Unit 1: Lesson 1 - The Origination of States and Government Unit 1: Lesson 2 Activity Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 7 - Federalism and Rights Unit 2: Project 1: Bill of Rights Unit 2: Quiz 3 Unit 4: Lesson 7 - Voting Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties Unit 4: Project 3: Dilemmas in Society—Finding the Balance Unit 4: Quiz 3
BENCHMARK / PROFICIENCY	PD.3.C.2.	Compare and contrast the roles of citizen and non-citizen residents in the United States.
		<u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3 Unit 4: Lesson 7 - Voting Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties Unit 4: Project 3: Dilemmas in Society—Finding the Balance Unit 4: Quiz 3
BENCHMARK / PROFICIENCY	PD.3.C.3.	Construct explanations of the ways citizenship in the United States has changed over time and been affected by public policy, geographic location, state and federal law, and demographics using a variety of sources.
		<u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 7 - Federalism and Rights Unit 2: Quiz 3
STRAND / TOPIC	AR.SS.C. Civics	
CONTENT STANDARD	PD.C.	Participation and Deliberation
PERFORMANCE EXPECTATION	PD.4.C.	Students will analyze ways that government protects the rights of citizens.

BENCHMARK / PROFICIENCY	PD.4.C.1.	Analyze historical documents and events that set the ideological foundations for the U.S. Constitution (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitutional Convention). <u>US Government</u> Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation Unit 1: Lesson 3 - Classification of Government Unit 1: Lesson 5 - English Influence on American Government Unit 1: Lesson 6 - Seeds of a Revolution Unit 1: Lesson 7 - The Effort for Independence Unit 1: Lesson 8 - Influence of Independence Unit 1: Lesson 9 - Provisions of the Articles of Confederation Unit 1: Project 2: Examining the Declaration of Independence Unit 1: Project 3: Analyzing the Articles of Confederation Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - The Constitutional Convention Unit 2: Lesson 2 - Ratification and the Beginning of a New Government Unit 2: Quiz 1 Unit 4: Lesson 2 Activity: Two Political Parties Emerge
BENCHMARK / PROFICIENCY	PD.4.C.2.	Evaluate ideological influences Enlightenment Thinkers had on the framers of the U.S. Constitution (e.g., Locke, Rousseau, Montesquieu). <u>US Government</u> Unit 1: Lesson 2 - The Four Major Theories of the Formation of States Unit 1: Lesson 2 Activity Unit 1: Lesson 5 - English Influence on American Government Unit 1: Lesson 8 - Influence of Independence Unit 1: Project 2: Examining the Declaration of Independence
BENCHMARK / PROFICIENCY	PD.4.C.3.	Examine the amendments to the U.S. Constitution in order to determine how the roles of citizens and the federal and state governments have changed over time (e.g., Bill of Rights, incorporation of states' rights into government, interpretation, due process, voting rights). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 6 - Distribution of Constitutional Power Unit 2: Lesson 7 - Federalism and Rights Unit 2: Lesson 8 - First Amendment—Freedom of Religion Unit 2: Lesson 9 - Freedom of Expression and Its Limits Unit 2: Project 1: Bill of Rights Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 1 - The Structure of Congress
BENCHMARK / PROFICIENCY	PD.4.C.5.	Assess the effects of civil rights legislation on society in the United States (e.g., affirmative action, American Disabilities Act, Civil Rights Act 1964, Voting Rights Act 1965, modern civil rights movements). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 4: Lesson 4 - Nature of Public Opinion Unit 5: Lesson 7 - Domestic Policy and American Cultures Unit 5: Quiz 3
STRAND / TOPIC	AR.SS.C. Civics	
CONTENT STANDARD	PD.C.	Participation and Deliberation

PERFORMANCE EXPECTATION	PD.4.C.	Students will analyze ways that government protects the rights of citizens.

BENCHMARK / PROFICIENCY PD.4.C.7. Construct arguments analyzing citizens' rights protected by the U.S. Constitution and constitutional amendments using multiple sources.

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law

Unit 2: Lesson 3 - A More Perfect Union

Unit 2: Lesson 7 - Federalism and Rights

Unit 2: Lesson 8 - First Amendment—Freedom of Religion

Unit 2: Lesson 9 - Freedom of Expression and Its Limits

Unit 2: Project 1: Bill of Rights

Unit 2: Project 2: The Constitutional Definition of Federalism

Unit 2: Quiz 1

Unit 2: Quiz 3

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	PD.C.	Participation and Deliberation
PERFORMANCE EXPECTATION	PD.5.C.	Students will analyze the electoral process and the role of political parties.

BENCHMARK / PROFICIENCY PD.5.C.1. Critique the roles of political parties in the election process.

US Government

Unit 4: Lesson 1 - The Functions and Organization of Political Parties

Unit 4: Lesson 2 - The Evolution of the Two-Party System

Unit 4: Lesson 2 Activity: Two Political Parties Emerge

Unit 4: Lesson 5 - Political Ideology

Unit 4: Lesson 6 - Political Culture of America

Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context

Unit 4: Quiz 1

Unit 4: Quiz 2

BENCHMARK / PROFICIENCY PD.5.C.2. Analyze the election process in federal, state, and local governments (e.g., voter registration, primary election, general election).

US Government

Unit 3: Lesson 6 - The Process of the Presidency

Unit 3: Quiz 2

Unit 4: Lesson 1 - The Functions and Organization of Political Parties

Unit 4: Lesson 7 - Voting

BENCHMARK / PROFICIENCY PD.5.C.3. Evaluate various influences on political parties during the electoral process (e.g., interest groups, lobbyists, Political Action Committees [PACs], major events).

US Government

Unit 2: Lesson 4 - Understanding Federalism

Unit 4: Lesson 1 - The Functions and Organization of Political Parties

Unit 4: Lesson 2 - The Evolution of the Two-Party System

Unit 4: Lesson 2 Activity: Two Political Parties Emerge

Unit 4: Lesson 3 - Interest Groups in American Politics

Unit 4: Lesson 4 - Nature of Public Opinion

Unit 4: Lesson 5 - Political Ideology

Unit 4: Lesson 6 - Political Culture of America

Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context

Unit 4: Quiz 1

Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	PD.5.C.4	Assess the influence of media on the electoral process (e.g., news reporting, political cartoons, public opinion polls, Internet, propaganda techniques, social media).
		<u>US Government</u> Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Quiz 2 Unit 4: Lesson 1 - The Functions and Organization of Political Parties Unit 4: Lesson 7 - Voting

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	PRL.C.	Processes, Rules, and Laws
PERFORMANCE EXPECTATION	PRL.6.C	Students will analyze the process of making and changing laws.

BENCHMARK / PROFICIENCY	PRL.6.C.1.	Investigate various methods for creating federal, state, and local laws.
		<u>US Government</u> Unit 1: Lesson 1 - The Origination of States and Government Unit 3: Lesson 3 - The Process in Congress Unit 3: Quiz 1

BENCHMARK / PROFICIENCY	PRL.6.C.2.	Compare and contrast the formal and informal methods of amending the U.S. Constitution.
		<u>US Government</u> Unit 2: Lesson 6 - Distribution of Constitutional Power Unit 2: Quiz 2

BENCHMARK / PROFICIENCY	PRL.6.C.3.	Analyze the role the U.S. Supreme Court has on the law-making process.
		<u>US Government</u> Unit 3: Lesson 10 - The Supreme Court as a Political Institution Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Quiz 3 Unit 5: Quiz 1

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	PRL.C.	Processes, Rules, and Laws
PERFORMANCE EXPECTATION	PRL.7.C	Students will analyze ways institutions work together in carrying out the laws.

BENCHMARK / PROFICIENCY	PRL.7.C.3	Analyze cooperation and conflict between federal and state governments. <u>US Government</u> Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation Unit 1: Lesson 9 - Provisions of the Articles of Confederation Unit 1: Project 3: Analyzing the Articles of Confederation Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 4 - Understanding Federalism Unit 2: Lesson 5 - Redefining Federalism Unit 2: Lesson 6 - Distribution of Constitutional Power Unit 2: Lesson 7 - Federalism and Rights Unit 2: Project 2: The Constitutional Definition of Federalism Unit 2: Quiz 2 Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 5: Lesson 1 - Relationships Among Governments

BENCHMARK / PROFICIENCY	PRL.7.C.4.	Distinguish criminal from civil law. <u>US Government</u> Unit 1: Lesson 1 - The Origination of States and Government Unit 3: Lesson 10 - The Supreme Court as a Political Institution Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Quiz 3 Unit 5: Quiz 1

Grade: **12** - Adopted: **2017**

STRAND / TOPIC **STANDARD: AR.SS.E. Economics**

CONTENT STANDARD	EM.E.	Exchange and Markets
PERFORMANCE EXPECTATION	EM.3.E.	Students will investigate the role of producers, consumers, and government in a market economy.

BENCHMARK / PROFICIENCY	EM.3.E.3.	Evaluate intended and unintended consequences of government policies created to improve market outcomes (e.g., regulatory, participatory, supervisory) <u>US Government</u> Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Quiz 2 Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies Unit 5: Lesson 6 - The Budget Process Unit 5: Quiz 2

STRAND / TOPIC **STANDARD: AR.SS.E. Economics**

CONTENT STANDARD	NE.E.	National Economy
PERFORMANCE EXPECTATION	NE.5.E.	Students will analyze the current and future state of the economy using economic indicators.

BENCHMARK / PROFICIENCY	NE.5.E.1.	Analyze economic indicators used to measure economic performance including, but not limited to, unemployment, Gross Domestic Product (GDP), and Consumer Price Index (CPI) <u>US Government</u> Unit 5: Lesson 6 - The Budget Process

STRAND / TOPIC **STANDARD: Economics**
RD: AR.SS.E.

CONTENT STANDARD	NE.E.	National Economy
PERFORMANCE EXPECTATION	NE.6.E.	Students will analyze monetary and fiscal policies for a variety of economic conditions.

BENCHMARK / PROFICIENCY NE.6.E.1. Compare and contrast the roles and functions of financial institutions in the United States including banking practices and regulation of savings and investments

US Government

Unit 3: Lesson 7 - The Resources of the Presidency

BENCHMARK / PROFICIENCY NE.6.E.2. Examine monetary policy tools used by the Federal Reserve System (e.g., open market operations, discount rate, reserve requirement, interest on reserves)

US Government

Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies

Unit 5: Quiz 2

BENCHMARK / PROFICIENCY NE.6.E.3. Examine fiscal policy tools used by the executive and legislative branches of the government (e.g., taxation, spending)

US Government

Unit 5: Lesson 1 - Relationships Among Governments

Unit 5: Lesson 3 - Local Government and Politics

Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies

Unit 5: Lesson 6 - The Budget Process

Unit 5: Quiz 2

BENCHMARK / PROFICIENCY NE.6.E.4. Determine the relationship between the national debt and the federal budget (e.g., balanced, surplus, deficit)

US Government

Unit 5: Lesson 6 - The Budget Process

Unit 5: Quiz 2

Grade: 12 - Adopted: 2014

STRAND / TOPIC **AR.SS.US United States Government**

CONTENT STANDARD	PP.USG.	Political Philosophy
PERFORMANCE EXPECTATION	PP.1.US G.	Students will analyze the multiple perspectives of various sources that shaped the formation of the United States government.

BENCHMARK / PROFICIENCY PP.1.US G.1. Examine multiple points of view from a variety of Greek, Roman, and Enlightenment thinkers to discuss ways they influenced the formation of the United States government.

US Government

Unit 1: Lesson 1 - The Origination of States and Government

Unit 1: Lesson 2 - The Four Major Theories of the Formation of States

Unit 1: Lesson 2 Activity

Unit 1: Lesson 5 - English Influence on American Government

Unit 1: Lesson 7 - The Effort for Independence

Unit 1: Lesson 8 - Influence of Independence

Unit 1: Lesson 9 - Provisions of the Articles of Confederation

Unit 1: Project 2: Examining the Declaration of Independence

CONTENT STANDARD	PP.USG.	Political Philosophy
PERFORMANCE EXPECTATION	PP.2.US G.	Students will analyze the rationale of the Founding Fathers in selecting a republican, representative democracy over other forms of government.

BENCHMARK / PROFICIENCY PP.2.US G.1. Analyze social, economic, and political factors that influenced the American colonists to overthrow British monarchical rule.

US Government

Unit 1: Lesson 5 - English Influence on American Government
Unit 1: Lesson 6 - Seeds of a Revolution
Unit 1: Lesson 7 - The Effort for Independence
Unit 1: Lesson 8 - Influence of Independence
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 1: Project 2: Examining the Declaration of Independence
Unit 1: Quiz 2
Unit 1: Quiz 3

BENCHMARK / PROFICIENCY PP.2.US G.2. Analyze social, economic, and political factors that influenced the Founding Fathers to limit the powers of government.

US Government

Unit 1: Lesson 7 - The Effort for Independence
Unit 1: Lesson 8 - Influence of Independence
Unit 1: Project 2: Examining the Declaration of Independence
Unit 1: Quiz 2
Unit 2: Lesson 1 - The Constitutional Convention
Unit 2: Lesson 2 - Ratification and the Beginning of a New Government
Unit 2: Quiz 1

BENCHMARK / PROFICIENCY PP.2.US G.3. Evaluate the Declaration of Independence as a persuasive argument justifying revolution.

US Government

Unit 1: Lesson 6 - Seeds of a Revolution
Unit 1: Lesson 7 - The Effort for Independence
Unit 1: Lesson 8 - Influence of Independence
Unit 1: Project 2: Examining the Declaration of Independence
Unit 1: Quiz 2

BENCHMARK / PROFICIENCY PP.2.US G.4. Construct explanations of the decision to establish a republican, representative democracy by the Founding Fathers.

US Government

Unit 1: Lesson 7 - The Effort for Independence
Unit 1: Lesson 8 - Influence of Independence
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 2: Lesson 1 - The Constitutional Convention
Unit 2: Lesson 2 - Ratification and the Beginning of a New Government
Unit 2: Quiz 1
Unit 4: Lesson 2 Activity: Two Political Parties Emerge

CONTENT STANDARD	SC.USG.	Structure of the Constitution

PERFORMANCE EXPECTATION	SC.3.US G.	Students will analyze the organization and content of the United States Constitution.
BENCHMARK / PROFICIENCY	SC.3.US G.1.	Analyze the underlying causes and events that led the Founding Fathers to replace the Articles of Confederation with the U.S. Constitution. <u>US Government</u> Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation Unit 1: Lesson 3 - Classification of Government Unit 1: Lesson 9 - Provisions of the Articles of Confederation Unit 1: Project 3: Analyzing the Articles of Confederation Unit 1: Quiz 3 Unit 2: Quiz 1
BENCHMARK / PROFICIENCY	SC.3.US G.2.	Analyze the purposes of government in relation to the Preamble. <u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 2: Quiz 1
BENCHMARK / PROFICIENCY	SC.3.US G.3.	Evaluate the rationale for the organization of articles of the U.S. Constitution. <u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 8 - First Amendment—Freedom of Religion Unit 2: Project 2: The Constitutional Definition of Federalism Unit 2: Quiz 1
BENCHMARK / PROFICIENCY	SC.3.US G.4.	Analyze the purposes of the Bill of Rights. <u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 7 - Federalism and Rights Unit 2: Lesson 8 - First Amendment—Freedom of Religion Unit 2: Project 1: Bill of Rights Unit 2: Quiz 1 Unit 2: Quiz 2
BENCHMARK / PROFICIENCY	SC.3.US G.5.	Compare the arguments expressed in the debate over ratification of the U.S. Constitution. <u>US Government</u> Unit 2: Lesson 2 - Ratification and the Beginning of a New Government Unit 2: Lesson 3 - A More Perfect Union
STRAND / TOPIC	AR.SS.US United States Government G.	
CONTENT STANDARD	SFG.US G.	Structure and Functions of the Government
PERFORMANCE EXPECTATION	SFG.4.US SG.	Students will analyze the structure, organization, and functions of the federal government.

BENCHMARK / PROFICIENCY	SFG.4.U SG.1.	Analyze the powers and responsibilities of the federal government (e.g., enumerated, implied, delegated, concurrent, reserved). <u>US Government</u> Unit 2: Lesson 6 - Distribution of Constitutional Power Unit 2: Lesson 7 - Federalism and Rights Unit 2: Quiz 2 Unit 3: Lesson 1 - The Structure of Congress Unit 3: Lesson 10 - The Supreme Court as a Political Institution Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 3 - The Process in Congress Unit 3: Lesson 4 - The Roles of the Presidency Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 1 - The Functions and Organization of Political Parties Unit 4: Lesson 2 - The Evolution of the Two-Party System Unit 4: Lesson 3 - Interest Groups in American Politics Unit 4: Lesson 4 - Nature of Public Opinion Unit 4: Lesson 5 - Political Ideology Unit 4: Lesson 6 - Political Culture of America Unit 4: Lesson 7 - Voting Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 2: Polling Your Community Unit 4: Project 3: Dilemmas in Society—Finding the Balance Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 1 - Relationships Among Governments Unit 5: Lesson 2 - State Government and Politics Unit 5: Lesson 3 - Local Government and Politics Unit 5: Lesson 4 - Comparing Economics Systems Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies Unit 5: Lesson 6 - The Budget Process Unit 5: Lesson 7 - Domestic Policy and American Cultures Unit 5: Lesson 8 - Foreign Policy Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3
BENCHMARK / PROFICIENCY	SFG.4.U SG.2.	Analyze the reasons for and effectiveness of a system of checks and balances within the federal government. <u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 3: Lesson 1 - The Structure of Congress Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 3 - The Process in Congress Unit 3: Lesson 4 - The Roles of the Presidency Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Quiz 1 Unit 3: Quiz 3 Unit 4: Lesson 3 - Interest Groups in American Politics Unit 4: Quiz 1

BENCHMARK / PROFICIENCY	SFG.4.U SG.3.	Examine the composition and roles of the presidential cabinet and federal agencies and continuity and change over time.

US Government

Unit 3: Lesson 4 - The Roles of the Presidency
Unit 3: Lesson 5 - The Powers of the Presidency
Unit 3: Lesson 6 - The Process of the Presidency
Unit 3: Lesson 7 - The Resources of the Presidency
Unit 3: Quiz 2

**STRAND /
TOPIC** **AR.SS.US United States Government
G.**

CONTENT STANDARD	SFG.US G.	Structure and Functions of the Government
PERFORMANCE EXPECTATION	SFG.5.U SG.	Students will analyze the concept of federalism in the United States.

BENCHMARK / PROFICIENCY	SFG.5.U SG.1.	Analyze the foundation and structure of federalism as prescribed in the Supremacy Clause of Article VI and the Fourteenth Amendment to the Constitution.

US Government

Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 1: Project 3: Analyzing the Articles of Confederation
Unit 2: Lesson 3 - A More Perfect Union
Unit 2: Lesson 4 - Understanding Federalism
Unit 2: Lesson 5 - Redefining Federalism
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 2
Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 5: Lesson 1 - Relationships Among Governments
Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	SFG.5.U SG.2.	Analyze the division of power and interrelationships between federal and state government.

US Government

Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 1: Project 3: Analyzing the Articles of Confederation
Unit 2: Lesson 3 - A More Perfect Union
Unit 2: Lesson 4 - Understanding Federalism
Unit 2: Lesson 5 - Redefining Federalism
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 2
Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 5: Lesson 1 - Relationships Among Governments

BENCHMARK / PROFICIENCY	SFG.5.U SG.4.	Examine the reasons and processes for amending the U.S. Constitution (e.g., informal, formal).

US Government

Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Quiz 2

**STRAND /
TOPIC** **AR.SS.US United States Government
G.**

CONTENT STANDARD	SFG.US G.	Structure and Functions of the Government
PERFORMANCE EXPECTATION	SFG.6.USG.	Students will assess the relationship between the federal government and the economy.

BENCHMARK / PROFICIENCY SFG.6.USG.1. Analyze the impact of the federal government's fiscal policy on the economy (e.g., taxing, spending).

US Government

Unit 5: Lesson 1 - Relationships Among Governments
Unit 5: Lesson 3 - Local Government and Politics
Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
Unit 5: Lesson 6 - The Budget Process
Unit 5: Quiz 2

BENCHMARK / PROFICIENCY SFG.6.USG.2. Evaluate the roles various government agencies play in maintaining the nation's economic health.

US Government

Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
Unit 5: Quiz 2

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	IACP.US G.	Interpretation and Application of Constitutional Principles
PERFORMANCE EXPECTATION	IACP.7.USG.	Students will analyze various interpretations of the U.S. Constitution.

BENCHMARK / PROFICIENCY IACP.7.USG.1. Analyze major U.S. Supreme Court decisions affecting our understanding of the U.S. Constitution (e.g., Marbury v. Madison, McCullah v. Maryland).

US Government

Unit 2: Lesson 4 - Understanding Federalism
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 9 - The Powers of the Federal Judiciary

BENCHMARK / PROFICIENCY IACP.7.USG.2. Explain ways the U.S. Constitution and U.S. Supreme Court decisions have and have not protected civil liberties from governmental intrusion.

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Quiz 3

BENCHMARK / PROFICIENCY IACP.7.USG.3. Evaluate how judicial activism and judicial restraint have affected U.S. Supreme Court decisions over time.

US Government

Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 3: Quiz 3

BENCHMARK / PROFICIENCY IACP.7.USG.4. Analyze various federal laws, policies, and rulings concerning civil rights of individuals and groups.

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Quiz 3

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	IACP.US G.	Interpretation and Application of Constitutional Principles
PERFORMANCE EXPECTATION	IACP.8.USG.	Students will analyze the application of U.S. constitutional principles to address local and national issues.

BENCHMARK / PROFICIENCY IACP.8.USG.1. Examine various reasons for and subsequent effects of amendments to the U.S. Constitution after the Bill of Rights.

US Government

Unit 2: Lesson 3 - A More Perfect Union
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Lesson 8 - First Amendment—Freedom of Religion
Unit 2: Project 1: Bill of Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 1
Unit 2: Quiz 2

BENCHMARK / PROFICIENCY IACP.8.USG.2. Apply constitutional principles to a variety of current issues (e.g., popular sovereignty, separation of powers, checks and balances, federalism).

US Government

Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 1: Project 3: Analyzing the Articles of Confederation
Unit 2: Lesson 3 - A More Perfect Union
Unit 2: Lesson 4 - Understanding Federalism
Unit 2: Lesson 5 - Redefining Federalism
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 2
Unit 3: Lesson 1 - The Structure of Congress
Unit 3: Lesson 2 - The Powers of Congress
Unit 3: Lesson 3 - The Process in Congress
Unit 3: Lesson 4 - The Roles of the Presidency
Unit 3: Lesson 5 - The Powers of the Presidency
Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 3: Lesson 9 - The Powers of the Federal Judiciary
Unit 3: Quiz 1
Unit 3: Quiz 3
Unit 4: Lesson 3 - Interest Groups in American Politics
Unit 4: Quiz 1
Unit 5: Lesson 1 - Relationships Among Governments

BENCHMARK / PROFICIENCY IACP.8.USG.3. Analyze local and national issues addressing fundamental rights of individuals (e.g., civil liberties, due process, equal protection).

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Quiz 3

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era7.US H.	Era 7: Emergence of Modern America 1890-1930
PERFORMANCE EXPECTATION	Era7.2.US H.	Students will evaluate social, economic, and political changes in the United States between 1890 and 1930.

BENCHMARK / PROFICIENCY	Era7.2.US H.2.	Investigate the impact of the Progressive Era using a variety of sources and multiple perspectives. <u>US Government</u> Unit 5: Lesson 4 - Comparing Economics Systems

BENCHMARK / PROFICIENCY	Era7.2.U SH.3.	Analyze short- and long-term social, economic, political, educational, and environmental effects of progressivism at the local, state, and national levels. <u>US Government</u> Unit 5: Lesson 4 - Comparing Economics Systems

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era8.US H.	Era 8: The Great Depression and World War II 1929-1945
PERFORMANCE EXPECTATION	Era8.3.USH.	Students will evaluate social, economic, and political changes in the United States during and following the Great Depression.

BENCHMARK / PROFICIENCY	Era8.3.U SH.2.	Analyze the federal government's fiscal responses to the Great Depression (e.g., Tennessee Valley Authority, social security, minimum wage, construction projects). <u>US Government</u> Unit 5: Lesson 7 - Domestic Policy and American Cultures

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era9.US H.	Era 9: Post-war United States 1945 to Early 1970s
PERFORMANCE EXPECTATION	Era9.5.USH.	Students will analyze international events and trends resulting in the emergence of the United States as a superpower.

BENCHMARK / PROFICIENCY	Era9.5.U SH.1.	Examine the results and implications of World War II nationally and globally (e.g., Yalta Conference, Marshall Plan, international alliances and treaties, nuclear age). <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	Era9.5.U SH.2.	Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War (e.g., Yalta Conference, Marshall Plan, Berlin Crisis, international alliances and treaties, nuclear weapons, Cuban Missile Crisis, space race, technological advances, McCarthyism). <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	Era9.5.U SH.3.	Analyze sources of conflict and confrontation during the post-World War II era (e.g., atomic bomb, Truman Doctrine, Korea, Vietnam, China, Berlin, Afghanistan, Cuba). <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	Era9.5.U SH.4.	Discuss the effects of changes in U.S. foreign policy following World War II from multiple perspectives (e.g., Africa, Asia, Latin America, Middle East, Soviet Union). <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3
BENCHMARK / PROFICIENCY	Era9.5.U SH.5.	Construct historical arguments or explanations of the effectiveness of international organizations in preventing or resolving conflicts from multiple perspectives. <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3
BENCHMARK / PROFICIENCY	Era9.5.U SH.6.	Construct explanations on reasons for the emergence of the United States as a superpower by the mid-1970s using a variety of sources. <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era9.US H.	Era 9: Post-war United States 1945 to Early 1970s
PERFORMANCE EXPECTATION	Era9.6.USH.	Students will analyze social, economic, and political changes in the United States between 1945 and 1970.

BENCHMARK / PROFICIENCY	Era9.6.U SH.1.	Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20th century using a variety of primary and secondary sources (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3 Unit 4: Lesson 4 - Nature of Public Opinion
BENCHMARK / PROFICIENCY	Era9.6.U SH.2.	Analyze causes and effects of cultural changes on society in the United States (e.g., changing roles of women, forces of change on the nuclear family, suburbanization). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3
BENCHMARK / PROFICIENCY	Era9.6.U SH.4.	Examine domestic policies of the federal government between 1945 and 1970 and the outcomes from multiple perspectives (e.g., New Frontier, Great Society, civil rights, social issues). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3
BENCHMARK / PROFICIENCY	Era9.6.U SH.5.	Construct historical arguments of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources. <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era10.U SH.	Era 10: Contemporary United States 1968 to Present
PERFORMANCE EXPECTATION	Era10.7.USH.	Students will analyze domestic and foreign policies of the United States since 1968.

BENCHMARK / PROFICIENCY Era10.7.U SH.1. Examine continuity and change in domestic policies over multiple administrations since 1968 using a variety of primary and secondary sources.

US Government

Unit 5: Lesson 7 - Domestic Policy and American Cultures

Unit 5: Quiz 3

BENCHMARK / PROFICIENCY Era10.7.USH.2. Analyze effects of domestic policies on Americans in various social and economic groups (e.g., inflation, recession, taxes, unemployment, deficits, national debt, financial crisis, economic stimulus).

US Government

Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies

Unit 5: Lesson 6 - The Budget Process

Unit 5: Quiz 2

BENCHMARK / PROFICIENCY Era10.7.USH.3. Examine continuity and change in foreign policies over multiple administrations since 1968 using a variety of primary and secondary sources (e.g., policies that resulted from Strategic Arms Limitation Talks/Treaty I [SALT I], Camp David Accords, Oil Producing Exporting Countries [OPEC], Strategic Defense Initiative, Iran-Contra Affair, North American Free Trade Agreement [NAFTA], Japanese markets, Dayton Accords).

US Government

Unit 5: Lesson 9 - America's Challenges

BENCHMARK / PROFICIENCY Era10.7.USH.5. Construct explanations of change and continuity in foreign policy since the emergence of modern America.

US Government

Unit 5: Lesson 9 - America's Challenges

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era10.U SH.	Era 10: Contemporary United States 1968 to Present
PERFORMANCE EXPECTATION	Era10.8.USH.	Students will analyze social and economic trends of the United States since 1968.

BENCHMARK / PROFICIENCY Era10.8.U SH.1. Examine the effects of globalization on the United States (e.g., regional trade blocks, European Union [EU], NAFTA, international organizations, multinational corporations).

US Government

Unit 5: Lesson 9 - America's Challenges

Unit 5: Quiz 3

BENCHMARK / PROFICIENCY Era10.8.USH.2. Analyze the effectiveness of citizens, institutions, and the government in addressing social and economic issues at the local, state, and national levels since 1968 (e.g., environmental concerns, deregulation, unemployment, homelessness, medical care, food insecurity).

US Government

Unit 3: Lesson 7 - The Resources of the Presidency

BENCHMARK / PROFICIENCY	Era10.8. USH.3.	Evaluate the impact of social, economic, technological, and cultural transformations in the United States from 1968 to the present (e.g., digital technology, Youth Movement, Equal Rights Movement, economic fluctuations, national debt crisis). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3 Unit 5: Lesson 6 - The Budget Process Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 2
BENCHMARK / PROFICIENCY	Era10.8. USH.4.	Critique the historical accuracy of a variety of secondary sources on social and economic trends since 1968 (e.g., websites, documentaries, movies, newspaper articles, biographies). <u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3 Unit 5: Lesson 6 - The Budget Process Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 2
STRAND / TOPIC	AR.SS.W H.	World History
CONTENT STANDARD	Era7.WH .	Era 7: Age of Revolutions 1750-1900
PERFORMANCE EXPECTATION	Era7.2.WH.	Students will analyze the global revolutionary changes that shaped the emerging modern world.
BENCHMARK / PROFICIENCY	Era7.2.W H.2.	Analyze the social, economic, and political ideas that influenced the 18th and 19th century revolutions. <u>US Government</u> Unit 1: Lesson 7 - The Effort for Independence Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	Era7.2.W H.3.	Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time. <u>US Government</u> Unit 1: Lesson 7 - The Effort for Independence Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	Era7.2.W H.5.	Compare the social and economic impact of different labor systems in the Age of Revolutions from multiple perspectives using primary and secondary sources. <u>US Government</u> Unit 1: Lesson 7 - The Effort for Independence Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	Era7.2.W H.8.	Analyze ways in which the perspectives of people in the present shape the interpretations of the past, using available technology. <u>US Government</u> Unit 1: Lesson 7 - The Effort for Independence Unit 1: Quiz 2

BENCHMARK / PROFICIENCY	Era7.2.W H.9.	Evaluate the credibility and the limitations of primary and secondary sources representing multiple perspectives. <u>US Government</u> Unit 1: Lesson 7 - The Effort for Independence Unit 1: Quiz 2

BENCHMARK / PROFICIENCY	Era7.2.W H.10.	Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources. <u>US Government</u> Unit 1: Lesson 7 - The Effort for Independence Unit 1: Quiz 2

STRAND / TOPIC **AR.SS.W H.** **World History**

CONTENT STANDARD	Era8.WH .	Era 8: Crisis and Achievement 1900-1945
PERFORMANCE EXPECTATION	Era8.3.WH.	Students will analyze the reasons for and consequences of early 20th century crises and achievements.

BENCHMARK / PROFICIENCY	Era8.3.W H.4.	Analyze short- and long-term outcomes of World War I and World War II from multiple perspectives. <u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3

Grade: **12** - Adopted: **2010**

STRAND / TOPIC **AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.**

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <u>US Government</u> Unit 1: Lesson 1 - The Origination of States and Government Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation Unit 1: Lesson 2 - The Four Major Theories of the Formation of States Unit 1: Lesson 2 Activity Unit 1: Lesson 3 - Classification of Government Unit 1: Lesson 3 Activity Unit 1: Lesson 4 - Economic Systems Unit 1: Lesson 5 - English Influence on American Government Unit 1: Lesson 6 - Seeds of a Revolution Unit 1: Lesson 7 - The Effort for Independence Unit 1: Lesson 8 - Influence of Independence Unit 1: Lesson 9 - Provisions of the Articles of Confederation Unit 1: Project 1: Comparing and Contrasting Political Systems Unit 1: Project 2: Examining the Declaration of Independence Unit 1: Project 3: Analyzing the Articles of Confederation Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - The Constitutional Convention Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 2 - Ratification and the Beginning of a New Government Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 4 - Understanding Federalism Unit 2: Lesson 5 - Redefining Federalism

Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Lesson 8 - First Amendment—Freedom of Religion
Unit 2: Lesson 9 - Freedom of Expression and Its Limits
Unit 2: Project 1: Bill of Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - The Structure of Congress
Unit 3: Lesson 10 - The Supreme Court as a Political Institution
Unit 3: Lesson 2 - The Powers of Congress
Unit 3: Lesson 3 - The Process in Congress
Unit 3: Lesson 4 - The Roles of the Presidency
Unit 3: Lesson 5 - The Powers of the Presidency
Unit 3: Lesson 6 - The Process of the Presidency
Unit 3: Lesson 7 - The Resources of the Presidency
Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 3: Lesson 9 - The Powers of the Federal Judiciary
Unit 3: Project: Writing Your Congressman—Immigration Reform
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Functions and Organization of Political Parties
Unit 4: Lesson 2 - The Evolution of the Two-Party System
Unit 4: Lesson 2 Activity: Two Political Parties Emerge
Unit 4: Lesson 3 - Interest Groups in American Politics
Unit 4: Lesson 4 - Nature of Public Opinion
Unit 4: Lesson 5 - Political Ideology
Unit 4: Lesson 6 - Political Culture of America
Unit 4: Lesson 7 - Voting
Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout
Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties
Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context
Unit 4: Project 2: Polling Your Community
Unit 4: Project 3: Dilemmas in Society—Finding the Balance
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Relationships Among Governments
Unit 5: Lesson 2 - State Government and Politics
Unit 5: Lesson 3 - Local Government and Politics
Unit 5: Lesson 4 - Comparing Economics Systems
Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
Unit 5: Lesson 6 - The Budget Process
Unit 5: Lesson 7 - Domestic Policy and American Cultures
Unit 5: Lesson 8 - Foreign Policy
Unit 5: Lesson 9 - America's Challenges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3

STRAND / TOPIC **AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.**

CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

US Government

Unit 1: Lesson 1 - The Origination of States and Government
Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation
Unit 1: Lesson 2 - The Four Major Theories of the Formation of States
Unit 1: Lesson 3 - Classification of Government
Unit 1: Lesson 4 - Economic Systems

Unit 1: Lesson 5 - English Influence on American Government
Unit 1: Lesson 6 - Seeds of a Revolution
Unit 1: Lesson 7 - The Effort for Independence
Unit 1: Lesson 8 - Influence of Independence
Unit 1: Lesson 9 - Provisions of the Articles of Confederation
Unit 1: Project 1: Comparing and Contrasting Political Systems
Unit 1: Project 2: Examining the Declaration of Independence
Unit 1: Project 3: Analyzing the Articles of Confederation
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - The Constitutional Convention
Unit 2: Lesson 10 - Equal Justice Under the Law
Unit 2: Lesson 2 - Ratification and the Beginning of a New Government
Unit 2: Lesson 3 - A More Perfect Union
Unit 2: Lesson 4 - Understanding Federalism
Unit 2: Lesson 5 - Redefining Federalism
Unit 2: Lesson 6 - Distribution of Constitutional Power
Unit 2: Lesson 7 - Federalism and Rights
Unit 2: Lesson 8 - First Amendment—Freedom of Religion
Unit 2: Lesson 9 - Freedom of Expression and Its Limits
Unit 2: Project 1: Bill of Rights
Unit 2: Project 2: The Constitutional Definition of Federalism
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - The Structure of Congress
Unit 3: Lesson 10 - The Supreme Court as a Political Institution
Unit 3: Lesson 2 - The Powers of Congress
Unit 3: Lesson 3 - The Process in Congress
Unit 3: Lesson 4 - The Roles of the Presidency
Unit 3: Lesson 5 - The Powers of the Presidency
Unit 3: Lesson 6 - The Process of the Presidency
Unit 3: Lesson 7 - The Resources of the Presidency
Unit 3: Lesson 8 - The Structure of the Federal Judiciary
Unit 3: Lesson 9 - The Powers of the Federal Judiciary
Unit 3: Project: Writing Your Congressman—Immigration Reform
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Functions and Organization of Political Parties
Unit 4: Lesson 2 - The Evolution of the Two-Party System
Unit 4: Lesson 3 - Interest Groups in American Politics
Unit 4: Lesson 4 - Nature of Public Opinion
Unit 4: Lesson 5 - Political Ideology
Unit 4: Lesson 6 - Political Culture of America
Unit 4: Lesson 7 - Voting
Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties
Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context
Unit 4: Project 2: Polling Your Community
Unit 4: Project 3: Dilemmas in Society—Finding the Balance
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Relationships Among Governments
Unit 5: Lesson 2 - State Government and Politics
Unit 5: Lesson 3 - Local Government and Politics
Unit 5: Lesson 4 - Comparing Economics Systems
Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
Unit 5: Lesson 6 - The Budget Process
Unit 5: Lesson 7 - Domestic Policy and American Cultures
Unit 5: Lesson 8 - Foreign Policy
Unit 5: Lesson 9 - America's Challenges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3

STRAND / TOPIC **AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.**

CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>US Government</u> Unit 4: Lesson 4 - Nature of Public Opinion Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout Unit 5: Lesson 6 - The Budget Process

STRAND / TOPIC **AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently. <u>US Government</u> Unit 1: Lesson 1 - The Origination of States and Government Unit 1: Lesson 10 - Weaknesses of the Articles of Confederation Unit 1: Lesson 2 - The Four Major Theories of the Formation of States Unit 1: Lesson 2 Activity Unit 1: Lesson 3 - Classification of Government Unit 1: Lesson 3 Activity Unit 1: Lesson 4 - Economic Systems Unit 1: Lesson 5 - English Influence on American Government Unit 1: Lesson 6 - Seeds of a Revolution Unit 1: Lesson 7 - The Effort for Independence Unit 1: Lesson 8 - Influence of Independence Unit 1: Lesson 9 - Provisions of the Articles of Confederation Unit 1: Project 1: Comparing and Contrasting Political Systems Unit 1: Project 2: Examining the Declaration of Independence Unit 1: Project 3: Analyzing the Articles of Confederation Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - The Constitutional Convention Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 2 - Ratification and the Beginning of a New Government Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 4 - Understanding Federalism Unit 2: Lesson 5 - Redefining Federalism Unit 2: Lesson 6 - Distribution of Constitutional Power Unit 2: Lesson 7 - Federalism and Rights Unit 2: Lesson 8 - First Amendment—Freedom of Religion Unit 2: Lesson 9 - Freedom of Expression and Its Limits Unit 2: Project 1: Bill of Rights Unit 2: Project 2: The Constitutional Definition of Federalism Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 1 - The Structure of Congress Unit 3: Lesson 10 - The Supreme Court as a Political Institution Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 3 - The Process in Congress Unit 3: Lesson 4 - The Roles of the Presidency Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Lesson 8 - The Structure of the Federal Judiciary

Unit 3: Lesson 9 - The Powers of the Federal Judiciary
 Unit 3: Project: Writing Your Congressman—Immigration Reform
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Lesson 1 - The Functions and Organization of Political Parties
 Unit 4: Lesson 2 - The Evolution of the Two-Party System
 Unit 4: Lesson 2 Activity: Two Political Parties Emerge
 Unit 4: Lesson 3 - Interest Groups in American Politics
 Unit 4: Lesson 4 - Nature of Public Opinion
 Unit 4: Lesson 5 - Political Ideology
 Unit 4: Lesson 6 - Political Culture of America
 Unit 4: Lesson 7 - Voting
 Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout
 Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties
 Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context
 Unit 4: Project 2: Polling Your Community
 Unit 4: Project 3: Dilemmas in Society—Finding the Balance
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 5: Lesson 1 - Relationships Among Governments
 Unit 5: Lesson 2 - State Government and Politics
 Unit 5: Lesson 3 - Local Government and Politics
 Unit 5: Lesson 4 - Comparing Economics Systems
 Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
 Unit 5: Lesson 6 - The Budget Process
 Unit 5: Lesson 7 - Domestic Policy and American Cultures
 Unit 5: Lesson 8 - Foreign Policy
 Unit 5: Lesson 9 - America's Challenges
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.11-12.1(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 the claim(s), counterclaims, reasons, and evidence.

US Government

Unit 4: Project 3: Dilemmas in Society—Finding the Balance

BENCHMARK / PROFICIENCY WHST.11-12.1(b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

US Government

Unit 4: Project 3: Dilemmas in Society—Finding the Balance

BENCHMARK / PROFICIENCY	WHST.11 -12.1(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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
BENCHMARK / PROFICIENCY	WHST.11 -12.1(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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
BENCHMARK / PROFICIENCY	WHST.11 -12.1(e)	Provide a concluding statement or section that follows from or supports the argument presented. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance

**STRAND /
TOPIC** **AR.WHST Writing Standards for Literacy in History/Social Studies
.11-12.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.1 1-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY	WHST.11 -12.2(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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance

BENCHMARK / PROFICIENCY	WHST.11 -12.2(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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
BENCHMARK / PROFICIENCY	WHST.11 -12.2(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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
BENCHMARK / PROFICIENCY	WHST.11 -12.2(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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
BENCHMARK / PROFICIENCY	WHST.11 -12.2(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). <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies
.11-12.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.1 1-12.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.11 -12.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
		<u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
PERFORMANCE EXPECTATION	WHST.11 -12.5.	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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance
PERFORMANCE EXPECTATION	WHST.11 -12.6.	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. <u>US Government</u> Unit 4: Project 3: Dilemmas in Society—Finding the Balance

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.11 -12.7.	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. <u>US Government</u> Unit 2: Project 2: The Constitutional Definition of Federalism Unit 4: Project 2: Polling Your Community

PERFORMANCE EXPECTATION	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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. <u>US Government</u> Unit 2: Project 2: The Constitutional Definition of Federalism Unit 4: Project 2: Polling Your Community

PERFORMANCE EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>US Government</u> Unit 4: Project 3: Dilemmas in Society—Finding the Balance

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Range of Writing

PERFORMANCE EXPECTATION	WHST.11-12.10.	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. <u>US Government</u> Unit 1: Lesson 2 Activity Unit 1: Lesson 3 Activity Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context Unit 4: Project 3: Dilemmas in Society—Finding the Balance

Main Criteria: Arkansas Standards
Secondary Criteria: Kindergarten Phonics and Spelling
Subject: Language Arts
Grade: K
Correlation Options: Show Correlated

Arkansas Standards
Language Arts
Grade: K - Adopted: **2023**

STRAND / TOPIC **Kindergarten English Language Arts Standards**

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Concepts of Print - Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.

BENCHMARK / PROFICIENCY K.FR.1.C Follow words from left to right, top to bottom, and page-by-page.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Lesson 4 - Order of Objects: First and Last

Unit 1 - Sounds We Hear: Lesson 5 - Order of Animals Sounds: First and Last

Unit 1 - Sounds We Hear: Lesson 6 - Order of Words: First and Last

BENCHMARK / PROFICIENCY	K.FR.2.C P.	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word "dog" is represented in print by d-o-g).

Kindergarten Phonics and Spelling

Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.3.C P.	Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Lesson 6 - Order of Words: First and Last

Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o

Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g

Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d

Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f

Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b

Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e

Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i

Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k

Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l

Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n

Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r

Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t

Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v

Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x

Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z

Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C

Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F

Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I

Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L

Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O

Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R

Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U

Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X

Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z

Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is

Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if

Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as

Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do

Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by

Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me

Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat

Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us

Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but

Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can

Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg

Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get

Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of

Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him

Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last

Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are

Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I

Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was

Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book

Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play

Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look

Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick

Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop

Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long

Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take

Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like

Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live

Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find

Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land

Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw

Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell

Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will

Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss

Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that

Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food

Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / K.FR.4.C Name all upper and lowercase letters of the alphabet in print.
PROFICIENCY P.

Kindergarten Phonics and Spelling

Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o
Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Phonemic Awareness - Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

BENCHMARK / K.FR.5.P Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
PROFICIENCY A.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Lesson 3 - Words: Same or Different
Unit 1 - Sounds We Hear: Lesson 5 - Order of Animals Sounds: First and Last
Unit 1 - Sounds We Hear: Lesson 7 - Beginning Sounds in Words
Unit 1 - Sounds We Hear: Lesson 8 - Beginning Sounds in Words: Same and Different
Unit 1 - Sounds We Hear: Lesson 9 - Beginning Sounds in Words: Same and Different
Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o
Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I

Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oy and oi
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ow and ou
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms ay and ai
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms aw and au
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.6.P A.	Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Kindergarten Phonics and Spelling

Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x

Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z

Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms aw and au

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms wor and ear

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms igh and wr

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey

BENCHMARK / PROFICIENCY	K.FR.7.P A.	Segment one-syllable words into individual sounds.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Lesson 3 - Words: Same or Different
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms ay and ai
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Phonics Decoding (Word Reading) - Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

BENCHMARK / PROFICIENCY K.FR.9.P D. Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Kindergarten Phonics and Spelling

Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.10. PD.	Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).

Kindergarten Phonics and Spelling

Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b

Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U

Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X

Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z

Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms igh and wr

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey

Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is

Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if

Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as

Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do

Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by

Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me

Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat

Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us

Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but

Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can

Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg

Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get

Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of

Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him

Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last

Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are

Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I

Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was

Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book

Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play

Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look

Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick

Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop

Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long

Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take

Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like

Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live

Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find

Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land

Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw

Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell

Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will

Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss

Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that

Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food

Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.11. PD.	Decode one-syllable words with single consonants and final long vowels (e.g., we, go).

Kindergarten Phonics and Spelling

Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U

Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X

Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z

Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or

Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is

Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if

Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as

Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do

Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by

Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me

Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat

Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us

Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but

Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can

Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg

Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get

Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of

Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him

Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last

Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are

Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I

Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was

Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book

Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play

Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look

Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick

Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop

Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long

Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take

Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like

Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live

Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find

Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land

Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw

Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell

Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will

Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss

Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that

Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food

Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.12. PD.	Read high-frequency words. <u>Kindergarten Phonics and Spelling</u> Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box
BENCHMARK / PROFICIENCY	K.FR.13. PD.	Decode words with suffix -s (e.g., sits, maps, runs). <u>Kindergarten Phonics and Spelling</u> Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Phonics Encoding (Word Writing) - Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

BENCHMARK / PROFICIENCY	K.FR.14.P E.	Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup). <u>Kindergarten Phonics and Spelling</u> Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get

BENCHMARK / PROFICIENCY	K.FR.15. PE.	Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).

Kindergarten Phonics and Spelling

Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U

Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X

Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z

Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or

Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is

Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if

Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as

Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do

Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by

Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me

Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat

Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us

Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but

Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can

Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg

Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get

Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of

Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him

Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last

Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are

Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I

Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was

Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book

Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play

Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look

Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick

Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop

Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long

Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take

Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like

Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live

Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find

Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land

Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw

Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell

Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will

Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss

Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that

Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food

Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.16. PE.	Encode words phonetically, drawing on knowledge of sound-letter relationships. <u>Kindergarten Phonics and Spelling</u> Unit 1 - Sounds We Hear: Lesson 5 - Order of Animals Sounds: First and Last Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / PROFICIENCY	K.FR.17. PE.	Encode words with final suffix -s (e.g., cats, runs). <u>Kindergarten Phonics and Spelling</u> Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed

STRAND / TOPIC **Kindergarten English Language Arts Standards**

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Handwriting - Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

BENCHMARK / PROFICIENCY	K.FR.18.H .	Demonstrate proper pencil grip. <u>Kindergarten Phonics and Spelling</u> Unit 1 - Sounds We Hear: Activity: Lines and Circles (Printable)

Unit 1 - Sounds We Hear: Hands on Activity: Bean and Fingers

Unit 1 - Sounds We Hear: Hands on Activity: Dough and Fingers

Unit 1 - Sounds We Hear: Lesson 1 - Objects: Same or Different

Unit 1 - Sounds We Hear: Lesson 2 - Animal Sounds: Same or Different

Unit 1 - Sounds We Hear: Lesson 3 - Words: Same or Different

Unit 1 - Sounds We Hear: Lesson 4 - Order of Objects: First and Last

Unit 1 - Sounds We Hear: Lesson 5 - Order of Animals Sounds: First and Last

Unit 1 - Sounds We Hear: Lesson 6 - Order of Words: First and Last

Unit 1 - Sounds We Hear: Lesson 7 - Beginning Sounds in Words

Unit 1 - Sounds We Hear: Lesson 8 - Beginning Sounds in Words: Same and Different

Unit 1 - Sounds We Hear: Lesson 9 - Beginning Sounds in Words: Same and Different

Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o

Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g

Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d

Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f

Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b

Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e

Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i

Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k

Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l

Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n

Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r

Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t

Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v

Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x

Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z

Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C

Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F

Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I

Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L

Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O

Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R

Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U

Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X

Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z

Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words

Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oy and oi

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ow and ou

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms ay and ai

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms aw and au

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms wor and ear

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms igh and wr

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie

Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey

Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is

Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if

Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as

Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do

Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by

Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me

Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat

Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us

Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but

Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can

Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg

Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get

Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of

Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
 Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
 Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
 Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
 Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
 Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
 Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
 Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
 Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
 Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
 Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
 Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
 Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
 Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
 Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
 Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
 Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
 Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
 Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
 Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
 Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
 Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
 Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

BENCHMARK / K.FR.19. Form upper and lowercase letters and numerals correctly, using a common path of movement.
 PROFICIENCY H.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Activity: Lines and Circles (Printable)
 Unit 1 - Sounds We Hear: Lesson 1 - Objects: Same or Different
 Unit 1 - Sounds We Hear: Lesson 2 - Animal Sounds: Same or Different
 Unit 1 - Sounds We Hear: Lesson 3 - Words: Same or Different
 Unit 1 - Sounds We Hear: Lesson 4 - Order of Objects: First and Last
 Unit 1 - Sounds We Hear: Lesson 5 - Order of Animals Sounds: First and Last
 Unit 1 - Sounds We Hear: Lesson 6 - Order of Words: First and Last
 Unit 1 - Sounds We Hear: Lesson 7 - Beginning Sounds in Words
 Unit 1 - Sounds We Hear: Lesson 8 - Beginning Sounds in Words: Same and Different
 Unit 1 - Sounds We Hear: Lesson 9 - Beginning Sounds in Words: Same and Different
 Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o
 Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
 Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
 Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
 Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
 Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
 Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
 Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
 Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
 Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
 Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
 Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
 Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
 Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
 Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
 Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
 Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
 Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
 Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
 Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
 Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
 Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
 Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
 Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
 Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
 Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
 Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words
 Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th
 Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo
 Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oy and oi
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ow and ou
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms ay and ai
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms aw and au
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms wor and ear
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms igh and wr
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANC E EXPECTATION		Fluency - Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

BENCHMARK / PROFICIENCY	K.FR.20.F	Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.

Kindergarten Phonics and Spelling

Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o
Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words

BENCHMARK / PROFICIENCY	K.FR.21.F	Produce the most common sound for each letter of the alphabet with accuracy and automaticity.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Lesson 7 - Beginning Sounds in Words
Unit 1 - Sounds We Hear: Lesson 8 - Beginning Sounds in Words: Same and Different
Unit 1 - Sounds We Hear: Lesson 9 - Beginning Sounds in Words: Same and Different
Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o
Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oy and oi
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ow and ou
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms ay and ai

Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms aw and au
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms wor and ear
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms igh and wr
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look
Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY K.RC.4.R F. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

Kindergarten Phonics and Spelling

Unit 1 - Sounds We Hear: Lesson 1 - Objects: Same or Different

Unit 1 - Sounds We Hear: Lesson 4 - Order of Objects: First and Last

**STRAND /
TOPIC****Kindergarten English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	K.V.3.	Sort and categorize objects and images by concepts. <u>Kindergarten Phonics and Spelling</u> Unit 1 - Sounds We Hear: Lesson 1 - Objects: Same or Different Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
PERFORMANCE EXPECTATION	K.V.5.	Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning. <u>Kindergarten Phonics and Spelling</u> Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed

**STRAND /
TOPIC****Kindergarten English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	K.CC.5.P.	Speak audibly in collaborative communication and presentations. <u>Kindergarten Phonics and Spelling</u> Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t

**STRAND /
TOPIC****Kindergarten English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structures - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	K.L.5.S.	Use regular action verbs. <u>Kindergarten Phonics and Spelling</u> Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed

BENCHMARK / K.L.7.S. Produce simple sentences independently.
PROFICIENCY

Kindergarten Phonics and Spelling

Unit 2 - Letters and Their Sounds: Lesson 1 - Letters c and o
Unit 2 - Letters and Their Sounds: Lesson 2 - Letters a and g
Unit 2 - Letters and Their Sounds: Lesson 3 - Letter d
Unit 2 - Letters and Their Sounds: Lesson 4 - Letters s and f
Unit 2 - Letters and Their Sounds: Lesson 5 - Letters qu and b
Unit 2 - Letters and Their Sounds: Lesson 6 - Letter e
Unit 2 - Letters and Their Sounds: Lesson 7 - Letters h and i
Unit 2 - Letters and Their Sounds: Lesson 8 - Letters j and k
Unit 2 - Letters and Their Sounds: Lesson 9 - Letter l
Unit 3 - Letters and Their Sounds: Lesson 1 - Letters m and n
Unit 3 - Letters and Their Sounds: Lesson 2 - Letters p and r
Unit 3 - Letters and Their Sounds: Lesson 3 - Letter t
Unit 3 - Letters and Their Sounds: Lesson 4 - Letters u and v
Unit 3 - Letters and Their Sounds: Lesson 5 - Letters w and x
Unit 3 - Letters and Their Sounds: Lesson 6 - Letters y and z
Unit 3 - Letters and Their Sounds: Lesson 7 - Letters A, B, and C
Unit 3 - Letters and Their Sounds: Lesson 8 - Letters D, E, and F
Unit 3 - Letters and Their Sounds: Lesson 9 - Letters G, H, and I
Unit 4 - Letters and Their Sounds: Lesson 1 - Letters J, K, and L
Unit 4 - Letters and Their Sounds: Lesson 2 - Letters M, N, and O
Unit 4 - Letters and Their Sounds: Lesson 3 - Letters P, Q, and R
Unit 4 - Letters and Their Sounds: Lesson 4 - Letters S, T, and U
Unit 4 - Letters and Their Sounds: Lesson 5 - Letters V, W, and X
Unit 4 - Letters and Their Sounds: Lesson 6 - Letters Y and Z
Unit 4 - Letters and Their Sounds: Lesson 7 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 8 - Spell and Read Words
Unit 4 - Letters and Their Sounds: Lesson 9 - Spell and Read Words
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms sh and th
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms ee and oo
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms ch and er
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oy and oi
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ow and ou
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms ay and ai
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms ck and or
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonogram ew and ir
Unit 5 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms ur and ar
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 1 - Phonograms ng and nk
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 2 - Phonograms aw and au
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 3 - Phonograms wh and ph
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 4 - Phonograms oa and oe
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 5 - Phonograms ea and ed
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 6 - Phonograms wor and ear
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 7 - Phonograms igh and wr
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 8 - Phonograms dge and ie
Unit 6 - Multi-Letter Phonograms and Their Sounds: Lesson 9 - Phonograms tch and ey
Unit 7 - Spelling Lists 1-3: Lesson 1 - List 1: at, it, is
Unit 7 - Spelling Lists 1-3: Lesson 2 - List 1: am, on, up, if
Unit 7 - Spelling Lists 1-3: Lesson 3 - List 1: and, in, as
Unit 7 - Spelling Lists 1-3: Lesson 4 - List 2: be, go, do
Unit 7 - Spelling Lists 1-3: Lesson 5 - List 2: my, so, no, by
Unit 7 - Spelling Lists 1-3: Lesson 6 - List 2: he, she, me
Unit 7 - Spelling Lists 1-3: Lesson 7 - List 3: top, put, cat
Unit 7 - Spelling Lists 1-3: Lesson 8 - List 3: red, six, hat, us
Unit 7 - Spelling Lists 1-3: Lesson 9 - List 3: run, ran, but
Unit 8 - Spelling Lists 4-6: Lesson 1 - List 4: did, tan, can
Unit 8 - Spelling Lists 4-6: Lesson 2 - List 4: pet, ten, bag, beg
Unit 8 - Spelling Lists 4-6: Lesson 3 - List 4: big, bug, get
Unit 8 - Spelling Lists 4-6: Lesson 4 - List 5: the, to, of
Unit 8 - Spelling Lists 4-6: Lesson 5 - List 5: a, ate, help, him
Unit 8 - Spelling Lists 4-6: Lesson 6 - List 5: step, we, last
Unit 8 - Spelling Lists 4-6: Lesson 7 - List 6: her, for, are
Unit 8 - Spelling Lists 4-6: Lesson 8 - List 6: out, you, sit, I
Unit 8 - Spelling Lists 4-6: Lesson 9 - List 6: see, good, was
Unit 9 - Spelling Lists 7-9: Lesson 1 - List 7: man, boy, book
Unit 9 - Spelling Lists 7-9: Lesson 2 - List 7: dog, dump, say, play
Unit 9 - Spelling Lists 7-9: Lesson 3 - List 7: has, had, look

Unit 9 - Spelling Lists 7-9: Lesson 4 - List 8: hand, may, stick
Unit 9 - Spelling Lists 7-9: Lesson 5 - List 8: must, hid, sheep, stop
Unit 9 - Spelling Lists 7-9: Lesson 6 - List 8: this, short, long
Unit 9 - Spelling Lists 7-9: Lesson 7 - List 9: make, home, take
Unit 9 - Spelling Lists 7-9: Lesson 8 - List 9: have, love, safe, like
Unit 9 - Spelling Lists 7-9: Lesson 9 - List 9: ride, trade, live
Unit 10 - Spelling Lists 10-12: Lesson 1 - List 10: old, cold, find
Unit 10 - Spelling Lists 10-12: Lesson 2 - List 10: chin, milk, chips, land
Unit 10 - Spelling Lists 10-12: Lesson 3 - List 10: talk, what, saw
Unit 10 - Spelling Lists 10-12: Lesson 4 - List 11: off, stuff, tell
Unit 10 - Spelling Lists 10-12: Lesson 5 - List 11: all, ball, hill, will
Unit 10 - Spelling Lists 10-12: Lesson 6 - List 11: pull, mess, miss
Unit 10 - Spelling Lists 10-12: Lesson 7 - List 12: ask, them, that
Unit 10 - Spelling Lists 10-12: Lesson 8 - List 12: gas, three, yes, food
Unit 10 - Spelling Lists 10-12: Lesson 9 - List 12: now, come, box

Main Criteria: Arkansas Standards
Secondary Criteria: Kindergarten Language Arts
Subject: Language Arts
Grade: K
Correlation Options: Show Correlated

Arkansas Standards
Language Arts
Grade: K - Adopted: 2023

STRAND / TOPIC **Kindergarten English Language Arts Standards**

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Concepts of Print - Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.

BENCHMARK / PROFICIENCY K.FR.1.C P. Follow words from left to right, top to bottom, and page-by-page.

Kindergarten Language Arts
Unit 5 - Stories We Read: Activity - Parts of a Book
Unit 5 - Stories We Read: Lesson 1 - What are the parts of a book?

BENCHMARK / PROFICIENCY K.FR.4.C P. Name all upper and lowercase letters of the alphabet in print.

Kindergarten Language Arts
Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?
Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?

STRAND / TOPIC **Kindergarten English Language Arts Standards**

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Phonemic Awareness - Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

BENCHMARK / PROFICIENCY K.FR.5.P A. Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.

Kindergarten Language Arts
Unit 6 - For Your Information: Lesson 8 - How do we learn words?

BENCHMARK / PROFICIENCY	K.FR.8.P A.	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).
<u>Kindergarten Language Arts</u> Unit 1 - Nursery Rhymes: Unit 1 Recitation Unit 2 - Fables: Unit 2 Recitation Unit 3 - Fairy Tales: Project: You Are the Author (Printable) Unit 3 - Fairy Tales: Unit 3 Recitation Unit 4 - Folktales: Project: Change the Ending Unit 4 - Folktales: Unit 4 Recitation Unit 5 - Stories We Read: Activity - Parts of a Book Unit 5 - Stories We Read: Project: Personal Narrative Unit 5 - Stories We Read: Unit 5 Recitation Unit 6 - For Your Information: Project: Show How Unit 6 - For Your Information: Unit 6 Recitation Unit 7 - Reading Science Information: Unit 7 Recitation Unit 8 - Reading Information about Places: Project - Parade Partners Unit 8 - Reading Information about Places: Unit 8 Recitation Unit 9 - Words that Persuade: Unit 9 Recitation Unit 10 - Ways to Read Texts: Activity: Give Presentation (Printable) Unit 10 - Ways to Read Texts: Unit 10 Recitation		

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Phonics Encoding (Word Writing) - Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

BENCHMARK / PROFICIENCY	K.FR.16.P E.	Encode words phonetically, drawing on knowledge of sound-letter relationships.

Kindergarten Language Arts
Unit 5 - Stories We Read: Project: Personal Narrative
Unit 7 - Reading Science Information: Project: Facts Show and Tell

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Fluency - Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

BENCHMARK / PROFICIENCY	K.FR.20.F .	Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.

Kindergarten Language Arts
Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?
Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?

BENCHMARK / PROFICIENCY	K.FR.22.F .	Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.

Kindergarten Language Arts
Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / K.RC.1.R Ask questions about key details in a text.
PROFICIENCY F.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Activity: Drawing your Home (Printable)
Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask?
Unit 1 - Nursery Rhymes: Project - Woolly Details (Printable)
Unit 1 - Nursery Rhymes: Project: Drawing Kindness (Printable)
Unit 2 - Fables: Project - Draw the Fable
Unit 2 - Fables: Project - You Can Do It (Printable)
Unit 4 - Folktales: Activity - Draw a Picture
Unit 5 - Stories We Read: Activity - Draw a Picture
Unit 6 - For Your Information: Activity: Draw a Snowman

BENCHMARK / K.RC.2.R Answer questions about key details in a text.
PROFICIENCY F.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask?
Unit 1 - Nursery Rhymes: Lesson 2 - What Is A Nursery Rhyme?
Unit 1 - Nursery Rhymes: Lesson 3 - How Do Readers Use Details?
Unit 1 - Nursery Rhymes: Lesson 4 - Who Is It?
Unit 1 - Nursery Rhymes: Lesson 5 - Where Is It?
Unit 1 - Nursery Rhymes: Lesson 6 - What Happened?
Unit 1 - Nursery Rhymes: Lesson 7 - What Is the Problem?
Unit 1 - Nursery Rhymes: Project - We All Fall Down (Printable)
Unit 2 - Fables: Lesson 2 - What Is a Fable?
Unit 2 - Fables: Lesson 3 - Who Are the Characters?
Unit 2 - Fables: Lesson 4 - What Are the Problems in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 5 - What Is the Moral in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 7 - What Is the Problem in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 8 - What Is the Moral in "The Tortoise and the Hare"?
Unit 2 - Fables: Project - You Can Do It (Printable)
Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 2 - Is "Sleeping Beauty" a fairy tale?
Unit 3 - Fairy Tales: Lesson 3 - What is the problem in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 5 - What is the last part of "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 6 - Is "Jack and the Beanstalk" a fairy tale?
Unit 3 - Fairy Tales: Lesson 7 - What are the problems in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Lesson 8 - What else is magic in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Lesson 9 - What are the resolutions in "Jack and the Beanstalk"?
Unit 4 - Folktales: Lesson 2 - What happened in "The Three Little Pigs"?
Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 8 - What is the theme of "The Gingerbread Man"?
Unit 5 - Stories We Read: Lesson 2 - What are details?
Unit 5 - Stories We Read: Lesson 3 - What are nursery rhymes?
Unit 5 - Stories We Read: Lesson 4 - What are fables?
Unit 5 - Stories We Read: Lesson 5 - What are fairy tales?
Unit 5 - Stories We Read: Lesson 6 - What are folktales?
Unit 5 - Stories We Read: Lesson 7 - What are plays?
Unit 5 - Stories We Read: Lesson 8 - What are themes?
Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?
Unit 6 - For Your Information: Lesson 1 - Where do we find information?
Unit 6 - For Your Information: Lesson 2 - What are the parts of informational text?
Unit 6 - For Your Information: Lesson 3 - Are directions informational texts?
Unit 6 - For Your Information: Lesson 4 - How do we use directions?
Unit 6 - For Your Information: Lesson 5 - How do we brush?
Unit 6 - For Your Information: Lesson 6 - Are recipes informational texts?
Unit 6 - For Your Information: Lesson 7 - How do we make pizza?
Unit 7 - Reading Science Information: Lesson 1 - What is a fair?

Unit 7 - Reading Science Information: Lesson 2 - When is the fair?
 Unit 7 - Reading Science Information: Lesson 3 - What is a vegetable?
 Unit 7 - Reading Science Information: Lesson 4 - What are synonyms?
 Unit 7 - Reading Science Information: Lesson 5 - What moves at the fair?
 Unit 7 - Reading Science Information: Lesson 6 - How things move at the fair?
 Unit 7 - Reading Science Information: Lesson 7 - Can Iris ride a train at the fair?
 Unit 7 - Reading Science Information: Lesson 9 - When does a day at the fair end?
 Unit 7 - Reading Science Information: Project: Facts Show and Tell
 Unit 8 - Reading Information about Places: Lesson 1 - How do we learn about places?
 Unit 8 - Reading Information about Places: Lesson 2 - How can we learn about Ecuador?
 Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador?
 Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China?
 Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?
 Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada?
 Unit 8 - Reading Information about Places: Lesson 7 - How can we learn about parades in Canada?
 Unit 8 - Reading Information about Places: Lesson 8 - How do we learn about people?
 Unit 9 - Words that Persuade: Lesson 1 - What is an opinion?
 Unit 9 - Words that Persuade: Lesson 2 - What kind of words do we use in opinions?
 Unit 9 - Words that Persuade: Lesson 3 - What is a reason?
 Unit 9 - Words that Persuade: Lesson 4 - What is author's purpose?
 Unit 9 - Words that Persuade: Lesson 5 - What are persuasive texts?
 Unit 9 - Words that Persuade: Lesson 6 - What kind of words are in persuasive texts?
 Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem?
 Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?
 Unit 10 - Ways to Read Texts: Activity: Animal Research Notes (Printable)
 Unit 10 - Ways to Read Texts: Lesson 1 - What is research?
 Unit 10 - Ways to Read Texts: Lesson 2 - What do foxes eat?
 Unit 10 - Ways to Read Texts: Lesson 3 - Where do foxes live?
 Unit 10 - Ways to Read Texts: Lesson 4 - What kind of covering do foxes have?
 Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

BENCHMARK / PROFICIENCY	K.RC.3.R F.	Orally retell a text after listening to it read aloud; include the main topic and key details.

Kindergarten Language Arts

Unit 3 - Fairy Tales: Project: You Are the Author (Printable)
 Unit 4 - Folktales: Project: Change the Ending

BENCHMARK / PROFICIENCY	K.RC.4.R F.	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask?
 Unit 1 - Nursery Rhymes: Lesson 2 - What Is A Nursery Rhyme?
 Unit 1 - Nursery Rhymes: Lesson 3 - How Do Readers Use Details?
 Unit 1 - Nursery Rhymes: Lesson 4 - Who Is It?
 Unit 1 - Nursery Rhymes: Lesson 5 - Where Is It?
 Unit 1 - Nursery Rhymes: Lesson 6 - What Happened?
 Unit 1 - Nursery Rhymes: Lesson 7 - What Is the Problem?
 Unit 1 - Nursery Rhymes: Lesson 8 - How Can We Help?
 Unit 1 - Nursery Rhymes: Lesson 9 - Why Did It Happen?
 Unit 1 - Nursery Rhymes: Unit 1 Recitation
 Unit 2 - Fables: Lesson 1 - What Do Authors Do?
 Unit 2 - Fables: Lesson 2 - What Is a Fable?
 Unit 2 - Fables: Lesson 3 - Who Are the Characters?
 Unit 2 - Fables: Lesson 4 - What Are the Problems in "The Lion and the Mouse"?
 Unit 2 - Fables: Lesson 5 - What Is the Moral in "The Lion and the Mouse"?
 Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?
 Unit 2 - Fables: Lesson 7 - What Is the Problem in "The Tortoise and the Hare"?
 Unit 2 - Fables: Lesson 8 - What Is the Moral in "The Tortoise and the Hare"?
 Unit 2 - Fables: Project - You Can Do It (Printable)
 Unit 2 - Fables: Unit 2 Recitation
 Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?
 Unit 3 - Fairy Tales: Lesson 2 - Is "Sleeping Beauty" a fairy tale?
 Unit 3 - Fairy Tales: Lesson 3 - What is the problem in "Sleeping Beauty"?
 Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?
 Unit 3 - Fairy Tales: Lesson 5 - What is the last part of "Sleeping Beauty"?

Unit 3 - Fairy Tales: Lesson 6 - Is "Jack and the Beanstalk" a fairy tale?

Unit 3 - Fairy Tales: Lesson 7 - What are the problems in "Jack and the Beanstalk"?

Unit 3 - Fairy Tales: Lesson 8 - What else is magic in "Jack and the Beanstalk"?

Unit 3 - Fairy Tales: Lesson 9 - What are the resolutions in "Jack and the Beanstalk"?

Unit 3 - Fairy Tales: Unit 3 Recitation

Unit 4 - Folktales: Lesson 1 - What are folktales?

Unit 4 - Folktales: Lesson 2 - What happened in "The Three Little Pigs"?

Unit 4 - Folktales: Lesson 3 - What was the theme of "The Three Little Pigs"?

Unit 4 - Folktales: Lesson 4 - What is a play?

Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?

Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?

Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?

Unit 4 - Folktales: Lesson 8 - What is the theme of "The Gingerbread Man"?

Unit 4 - Folktales: Unit 4 Recitation

Unit 5 - Stories We Read: Lesson 2 - What are details?

Unit 5 - Stories We Read: Lesson 3 - What are nursery rhymes?

Unit 5 - Stories We Read: Lesson 4 - What are fables?

Unit 5 - Stories We Read: Lesson 5 - What are fairy tales?

Unit 5 - Stories We Read: Lesson 6 - What are folktales?

Unit 5 - Stories We Read: Lesson 7 - What are plays?

Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?

Unit 5 - Stories We Read: Project: Reading Log

Unit 5 - Stories We Read: Unit 5 Recitation

Unit 6 - For Your Information: Lesson 1 - Where do we find information?

Unit 6 - For Your Information: Lesson 2 - What are the parts of informational text?

Unit 6 - For Your Information: Lesson 3 - Are directions informational texts?

Unit 6 - For Your Information: Lesson 4 - How do we use directions?

Unit 6 - For Your Information: Lesson 5 - How do we brush?

Unit 6 - For Your Information: Lesson 6 - Are recipes informational texts?

Unit 6 - For Your Information: Lesson 7 - How do we make pizza?

Unit 6 - For Your Information: Lesson 8 - How do we learn words?

Unit 6 - For Your Information: Unit 6 Recitation

Unit 7 - Reading Science Information: Lesson 1 - What is a fair?

Unit 7 - Reading Science Information: Lesson 2 - When is the fair?

Unit 7 - Reading Science Information: Lesson 3 - What is a vegetable?

Unit 7 - Reading Science Information: Lesson 4 - What are synonyms?

Unit 7 - Reading Science Information: Lesson 5 - What moves at the fair?

Unit 7 - Reading Science Information: Lesson 6 - How things move at the fair?

Unit 7 - Reading Science Information: Lesson 7 - Can Iris ride a train at the fair?

Unit 7 - Reading Science Information: Lesson 8 - Where is the train?

Unit 7 - Reading Science Information: Lesson 9 - When does a day at the fair end?

Unit 7 - Reading Science Information: Project: Facts Show and Tell

Unit 7 - Reading Science Information: Unit 7 Recitation

Unit 8 - Reading Information about Places: Lesson 1 - How do we learn about places?

Unit 8 - Reading Information about Places: Lesson 2 - How can we learn about Ecuador?

Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador?

Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China?

Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?

Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada?

Unit 8 - Reading Information about Places: Lesson 7 - How can we learn about parades in Canada?

Unit 8 - Reading Information about Places: Lesson 8 - How do we learn about people?

Unit 8 - Reading Information about Places: Unit 8 Recitation

Unit 9 - Words that Persuade: Lesson 1 - What is an opinion?

Unit 9 - Words that Persuade: Lesson 2 - What kind of words do we use in opinions?

Unit 9 - Words that Persuade: Lesson 3 - What is a reason?

Unit 9 - Words that Persuade: Lesson 4 - What is author's purpose?

Unit 9 - Words that Persuade: Lesson 5 - What are persuasive texts?

Unit 9 - Words that Persuade: Lesson 6 - What kind of words are in persuasive texts?

Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem?

Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?

Unit 9 - Words that Persuade: Unit 9 Recitation

Unit 10 - Ways to Read Texts: Activity: Animal Research Notes (Printable)

Unit 10 - Ways to Read Texts: Lesson 1 - What is research?

Unit 10 - Ways to Read Texts: Lesson 2 - What do foxes eat?

Unit 10 - Ways to Read Texts: Lesson 3 - Where do foxes live?

Unit 10 - Ways to Read Texts: Lesson 4 - What kind of covering do foxes have?

Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

Unit 10 - Ways to Read Texts: Unit 10 Recitation

BENCHMARK / K.RC.5.R Explain the roles of both the author and the illustrator.
PROFICIENCY F.

Kindergarten Language Arts

Unit 2 - Fables: Lesson 1 - What Do Authors Do?

Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?

Unit 3 - Fairy Tales: Project: Tell the Tale (Printable)

Unit 5 - Stories We Read: Activity - Parts of a Book

Unit 5 - Stories We Read: Lesson 1 - What are the parts of a book?

Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China?

Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?

BENCHMARK / K.RC.6.R Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and
PROFICIENCY F. inferences about what happens in a text.

Kindergarten Language Arts

Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?

Unit 5 - Stories We Read: Lesson 7 - What are plays?

Unit 10 - Ways to Read Texts: Activity: Animal Research Plan (Printable)

BENCHMARK / K.RC.7.R Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.
PROFICIENCY F.

Kindergarten Language Arts

Unit 2 - Fables: Project - You Can Do It (Printable)

Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?

Unit 4 - Folktales: Project: Change the Ending

Unit 5 - Stories We Read: Lesson 7 - What are plays?

Unit 5 - Stories We Read: Project: Reading Log

Unit 8 - Reading Information about Places: Project - Parade Partners

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		Reading Literature - Reading Literature includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	K.RC.8.R L.	Identify the major characters in a text.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask?
Unit 1 - Nursery Rhymes: Lesson 2 - What Is A Nursery Rhyme?
Unit 1 - Nursery Rhymes: Lesson 3 - How Do Readers Use Details?
Unit 1 - Nursery Rhymes: Lesson 4 - Who Is It?
Unit 1 - Nursery Rhymes: Lesson 5 - Where Is It?
Unit 1 - Nursery Rhymes: Lesson 6 - What Happened?
Unit 1 - Nursery Rhymes: Lesson 7 - What Is the Problem?
Unit 1 - Nursery Rhymes: Lesson 8 - How Can We Help?
Unit 1 - Nursery Rhymes: Lesson 9 - Why Did It Happen?
Unit 1 - Nursery Rhymes: Project - We All Fall Down (Printable)
Unit 1 - Nursery Rhymes: Unit 1 Recitation
Unit 2 - Fables: Lesson 1 - What Do Authors Do?
Unit 2 - Fables: Lesson 2 - What Is a Fable?
Unit 2 - Fables: Lesson 3 - Who Are the Characters?
Unit 2 - Fables: Lesson 4 - What Are the Problems in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 5 - What Is the Moral in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 7 - What Is the Problem in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 8 - What Is the Moral in "The Tortoise and the Hare"?
Unit 2 - Fables: Project - You Can Do It (Printable)
Unit 2 - Fables: Unit 2 Recitation
Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 2 - Is "Sleeping Beauty" a fairy tale?
Unit 3 - Fairy Tales: Lesson 3 - What is the problem in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 5 - What is the last part of "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 6 - Is "Jack and the Beanstalk" a fairy tale?
Unit 3 - Fairy Tales: Lesson 7 - What are the problems in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Lesson 8 - What else is magic in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Lesson 9 - What are the resolutions in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Unit 3 Recitation
Unit 4 - Folktales: Lesson 1 - What are folktales?
Unit 4 - Folktales: Lesson 2 - What happened in "The Three Little Pigs"?
Unit 4 - Folktales: Lesson 3 - What was the theme of "The Three Little Pigs"?
Unit 4 - Folktales: Lesson 4 - What is a play?
Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 8 - What is the theme of "The Gingerbread Man"?
Unit 4 - Folktales: Unit 4 Recitation
Unit 5 - Stories We Read: Lesson 2 - What are details?
Unit 5 - Stories We Read: Lesson 3 - What are nursery rhymes?
Unit 5 - Stories We Read: Lesson 4 - What are fables?
Unit 5 - Stories We Read: Lesson 5 - What are fairy tales?
Unit 5 - Stories We Read: Lesson 6 - What are folktales?
Unit 5 - Stories We Read: Lesson 7 - What are plays?
Unit 5 - Stories We Read: Lesson 8 - What are themes?
Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?
Unit 5 - Stories We Read: Project Reading Log
Unit 5 - Stories We Read: Unit 5 Recitation
Unit 6 - For Your Information: Unit 6 Recitation
Unit 7 - Reading Science Information: Lesson 8 - Where is the train?
Unit 7 - Reading Science Information: Unit 7 Recitation
Unit 8 - Reading Information about Places: Unit 8 Recitation
Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem?
Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?
Unit 9 - Words that Persuade: Unit 9 Recitation
Unit 10 - Ways to Read Texts: Unit 10 Recitation

BENCHMARK / K.RC.9.R Identify settings and events in a text.
PROFICIENCY L.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask?
Unit 1 - Nursery Rhymes: Lesson 2 - What Is A Nursery Rhyme?
Unit 1 - Nursery Rhymes: Lesson 3 - How Do Readers Use Details?
Unit 1 - Nursery Rhymes: Lesson 4 - Who Is It?
Unit 1 - Nursery Rhymes: Lesson 5 - Where Is It?
Unit 1 - Nursery Rhymes: Lesson 6 - What Happened?
Unit 1 - Nursery Rhymes: Lesson 7 - What Is the Problem?
Unit 1 - Nursery Rhymes: Lesson 8 - How Can We Help?
Unit 1 - Nursery Rhymes: Lesson 9 - Why Did It Happen?
Unit 1 - Nursery Rhymes: Project - We All Fall Down (Printable)
Unit 1 - Nursery Rhymes: Unit 1 Recitation
Unit 2 - Fables: Lesson 2 - What Is a Fable?
Unit 2 - Fables: Lesson 3 - Who Are the Characters?
Unit 2 - Fables: Lesson 4 - What Are the Problems in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 5 - What Is the Moral in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 7 - What Is the Problem in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 8 - What Is the Moral in "The Tortoise and the Hare"?
Unit 2 - Fables: Project - You Can Do It (Printable)
Unit 2 - Fables: Unit 2 Recitation
Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 2 - Is "Sleeping Beauty" a fairy tale?
Unit 3 - Fairy Tales: Lesson 3 - What is the problem in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 5 - What is the last part of "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 6 - Is "Jack and the Beanstalk" a fairy tale?
Unit 3 - Fairy Tales: Lesson 7 - What are the problems in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Lesson 8 - What else is magic in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Lesson 9 - What are the resolutions in "Jack and the Beanstalk"?
Unit 3 - Fairy Tales: Unit 3 Recitation
Unit 4 - Folktales: Lesson 1 - What are folktales?
Unit 4 - Folktales: Lesson 2 - What happened in "The Three Little Pigs"?
Unit 4 - Folktales: Lesson 3 - What was the theme of "The Three Little Pigs"?
Unit 4 - Folktales: Lesson 4 - What is a play?
Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?
Unit 4 - Folktales: Lesson 8 - What is the theme of "The Gingerbread Man"?
Unit 4 - Folktales: Unit 4 Recitation
Unit 5 - Stories We Read: Lesson 2 - What are details?
Unit 5 - Stories We Read: Lesson 3 - What are nursery rhymes?
Unit 5 - Stories We Read: Lesson 4 - What are fables?
Unit 5 - Stories We Read: Lesson 5 - What are fairy tales?
Unit 5 - Stories We Read: Lesson 6 - What are folktales?
Unit 5 - Stories We Read: Lesson 7 - What are plays?
Unit 5 - Stories We Read: Lesson 8 - What are themes?
Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?
Unit 5 - Stories We Read: Project: Reading Log
Unit 5 - Stories We Read: Unit 5 Recitation
Unit 6 - For Your Information: Unit 6 Recitation
Unit 7 - Reading Science Information: Lesson 8 - Where is the train?
Unit 7 - Reading Science Information: Unit 7 Recitation
Unit 8 - Reading Information about Places: Unit 8 Recitation
Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem?
Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?
Unit 9 - Words that Persuade: Unit 9 Recitation
Unit 10 - Ways to Read Texts: Unit 10 Recitation

BENCHMARK / PROFICIENCY	K.RC.10. RL.	Compare and contrast the characters in texts.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Project - Wooly Details (Printable)
Unit 5 - Stories We Read: Lesson 4 - What are fables?
Unit 5 - Stories We Read: Lesson 6 - What are folktales?
Unit 5 - Stories We Read: Lesson 8 - What are themes?

BENCHMARK / PROFICIENCY	K.RC.11. RL.	Explain how visual images support understanding of a text.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask?
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Unit 1 - Nursery Rhymes: Lesson 5 - Where Is It?
Unit 1 - Nursery Rhymes: Lesson 6 - What Happened?
Unit 1 - Nursery Rhymes: Lesson 7 - What Is the Problem?
Unit 1 - Nursery Rhymes: Lesson 8 - How Can We Help?
Unit 1 - Nursery Rhymes: Lesson 9 - Why Did It Happen?
Unit 2 - Fables: Lesson 2 - What Is a Fable?
Unit 2 - Fables: Lesson 3 - Who Are the Characters?
Unit 2 - Fables: Lesson 4 - What Are the Problems in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 5 - What Is the Moral in "The Lion and the Mouse"?
Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?
Unit 2 - Fables: Lesson 7 - What Is the Problem in "The Tortoise and the Hare"?
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Unit 2 - Fables: Unit 2 Recitation
Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 2 - Is "Sleeping Beauty" a fairy tale?
Unit 3 - Fairy Tales: Lesson 3 - What is the problem in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?
Unit 3 - Fairy Tales: Lesson 5 - What is the last part of "Sleeping Beauty"?
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Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?
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Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?

BENCHMARK / PROFICIENCY	K.RC.12. RL.	Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as "Once upon a time").

Kindergarten Language Arts

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Unit 5 - Stories We Read: Unit 5 Recitation
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Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?
Unit 9 - Words that Persuade: Unit 9 Recitation
Unit 10 - Ways to Read Texts: Unit 10 Recitation

STRAND / TOPIC

Kindergarten English Language Arts Standards

CONTENT STANDARD

Reading Comprehension

PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / K.RC.13. Identify the main points an author uses in a text.
PROFICIENCY RI.

Kindergarten Language Arts

Unit 6 - For Your Information: Lesson 1 - Where do we find information?
Unit 6 - For Your Information: Lesson 2 - What are the parts of informational text?
Unit 6 - For Your Information: Lesson 3 - Are directions informational texts?
Unit 6 - For Your Information: Lesson 4 - How do we use directions?
Unit 6 - For Your Information: Lesson 5 - How do we brush?
Unit 6 - For Your Information: Lesson 6 - Are recipes informational texts?
Unit 6 - For Your Information: Lesson 7 - How do we make pizza?
Unit 7 - Reading Science Information: Lesson 1 - What is a fair?
Unit 7 - Reading Science Information: Lesson 2 - When is the fair?
Unit 7 - Reading Science Information: Lesson 3 - What is a vegetable?
Unit 7 - Reading Science Information: Lesson 4 - What are synonyms?
Unit 7 - Reading Science Information: Lesson 5 - What moves at the fair?
Unit 7 - Reading Science Information: Lesson 6 - How things move at the fair?
Unit 7 - Reading Science Information: Lesson 7 - Can Iris ride a train at the fair?
Unit 7 - Reading Science Information: Lesson 9 - When does a day at the fair end?
Unit 8 - Reading Information about Places: Lesson 1 - How do we learn about places?
Unit 8 - Reading Information about Places: Lesson 2 - How can we learn about Ecuador?
Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador?
Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China?
Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?
Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada?
Unit 8 - Reading Information about Places: Lesson 7 - How can we learn about parades in Canada?
Unit 8 - Reading Information about Places: Lesson 8 - How do we learn about people?
Unit 9 - Words that Persuade: Lesson 1 - What is an opinion?
Unit 9 - Words that Persuade: Lesson 2 - What kind of words do we use in opinions?
Unit 9 - Words that Persuade: Lesson 3 - What is a reason?
Unit 9 - Words that Persuade: Lesson 4 - What is author's purpose?
Unit 9 - Words that Persuade: Lesson 5 - What are persuasive texts?
Unit 9 - Words that Persuade: Lesson 6 - What kind of words are in persuasive texts?
Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem?
Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?
Unit 10 - Ways to Read Texts: Activity: Animal Research Notes (Printable)
Unit 10 - Ways to Read Texts: Lesson 1 - What is research?
Unit 10 - Ways to Read Texts: Lesson 2 - What do foxes eat?
Unit 10 - Ways to Read Texts: Lesson 3 - Where do foxes live?
Unit 10 - Ways to Read Texts: Lesson 4 - What kind of covering do foxes have?
Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

BENCHMARK / K.RC.14. Compare and contrast two texts on the same topic.
PROFICIENCY RI.

Kindergarten Language Arts

Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador?
Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?
Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada?

BENCHMARK / PROFICIENCY	K.RC.15. RI.	Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).

Kindergarten Language Arts

Unit 4 - Folktales: Lesson 1 - What are folktales?
Unit 6 - For Your Information: Lesson 1 - Where do we find information?
Unit 6 - For Your Information: Lesson 2 - What are the parts of informational text?
Unit 6 - For Your Information: Lesson 3 - Are directions informational texts?
Unit 6 - For Your Information: Lesson 4 - How do we use directions?
Unit 6 - For Your Information: Lesson 5 - How do we brush?
Unit 6 - For Your Information: Lesson 6 - Are recipes informational texts?
Unit 6 - For Your Information: Lesson 7 - How do we make pizza?
Unit 7 - Reading Science Information: Lesson 1 - What is a fair?
Unit 7 - Reading Science Information: Lesson 2 - When is the fair?
Unit 7 - Reading Science Information: Lesson 3 - What is a vegetable?
Unit 7 - Reading Science Information: Lesson 4 - What are synonyms?
Unit 7 - Reading Science Information: Lesson 5 - What moves at the fair?
Unit 7 - Reading Science Information: Lesson 6 - How things move at the fair?
Unit 7 - Reading Science Information: Lesson 7 - Can Iris ride a train at the fair?
Unit 7 - Reading Science Information: Lesson 9 - When does a day at the fair end?
Unit 8 - Reading Information about Places: Lesson 1 - How do we learn about places?
Unit 8 - Reading Information about Places: Lesson 2 - How can we learn about Ecuador?
Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador?
Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China?
Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?
Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada?
Unit 8 - Reading Information about Places: Lesson 7 - How can we learn about parades in Canada?
Unit 8 - Reading Information about Places: Lesson 8 - How do we learn about people?
Unit 9 - Words that Persuade: Lesson 1 - What is an opinion?
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Unit 9 - Words that Persuade: Lesson 6 - What kind of words are in persuasive texts?
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Unit 10 - Ways to Read Texts: Activity: Animal Research Notes (Printable)
Unit 10 - Ways to Read Texts: Lesson 1 - What is research?
Unit 10 - Ways to Read Texts: Lesson 2 - What do foxes eat?
Unit 10 - Ways to Read Texts: Lesson 3 - Where do foxes live?
Unit 10 - Ways to Read Texts: Lesson 4 - What kind of covering do foxes have?
Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

BENCHMARK / PROFICIENCY	K.RC.16. RI.	Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).

Kindergarten Language Arts

Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?

BENCHMARK / PROFICIENCY	K.RC.17. RI.	Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text. <u>Kindergarten Language Arts</u> Unit 4 - Folktales: Lesson 1 - What are folktales? Unit 6 - For Your Information: Lesson 1 - Where do we find information? Unit 6 - For Your Information: Lesson 2 - What are the parts of informational text? Unit 6 - For Your Information: Lesson 3 - Are directions informational texts? Unit 6 - For Your Information: Lesson 4 - How do we use directions? Unit 6 - For Your Information: Lesson 5 - How do we brush? Unit 6 - For Your Information: Lesson 6 - Are recipes informational texts? Unit 6 - For Your Information: Lesson 7 - How do we make pizza? Unit 7 - Reading Science Information: Lesson 1 - What is a fair? Unit 7 - Reading Science Information: Lesson 2 - When is the fair? Unit 7 - Reading Science Information: Lesson 3 - What is a vegetable? Unit 7 - Reading Science Information: Lesson 4 - What are synonyms? Unit 7 - Reading Science Information: Lesson 5 - What moves at the fair? Unit 7 - Reading Science Information: Lesson 6 - How things move at the fair? Unit 7 - Reading Science Information: Lesson 7 - Can Iris ride a train at the fair? Unit 7 - Reading Science Information: Lesson 9 - When does a day at the fair end? Unit 8 - Reading Information about Places: Lesson 1 - How do we learn about places? Unit 8 - Reading Information about Places: Lesson 2 - How can we learn about Ecuador? Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador? Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China? Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different? Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada? Unit 8 - Reading Information about Places: Lesson 7 - How can we learn about parades in Canada? Unit 8 - Reading Information about Places: Lesson 8 - How do we learn about people? Unit 9 - Words that Persuade: Lesson 1 - What is an opinion? Unit 9 - Words that Persuade: Lesson 2 - What kind of words do we use in opinions? Unit 9 - Words that Persuade: Lesson 3 - What is a reason? Unit 9 - Words that Persuade: Lesson 4 - What is author's purpose? Unit 9 - Words that Persuade: Lesson 5 - What are persuasive texts? Unit 9 - Words that Persuade: Lesson 6 - What kind of words are in persuasive texts? Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem? Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter? Unit 10 - Ways to Read Texts: Activity: Animal Research Notes (Printable) Unit 10 - Ways to Read Texts: Lesson 1 - What is research? Unit 10 - Ways to Read Texts: Lesson 2 - What do foxes eat? Unit 10 - Ways to Read Texts: Lesson 3 - Where do foxes live? Unit 10 - Ways to Read Texts: Lesson 4 - What kind of covering do foxes have? Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

**STRAND /
TOPIC**

Kindergarten English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	K.V.1.	Determine or clarify the meaning of words and phrases in a text read aloud. <u>Kindergarten Language Arts</u> Unit 1 - Nursery Rhymes: Lesson 1 - What Questions Do Readers Ask? Unit 1 - Nursery Rhymes: Lesson 2 - What Is A Nursery Rhyme? Unit 1 - Nursery Rhymes: Lesson 3 - How Do Readers Use Details? Unit 1 - Nursery Rhymes: Lesson 4 - Who Is It? Unit 1 - Nursery Rhymes: Lesson 5 - Where Is It? Unit 1 - Nursery Rhymes: Lesson 6 - What Happened? Unit 1 - Nursery Rhymes: Lesson 7 - What Is the Problem? Unit 1 - Nursery Rhymes: Lesson 8 - How Can We Help? Unit 1 - Nursery Rhymes: Lesson 9 - Why Did It Happen? Unit 1 - Nursery Rhymes: Project - We All Fall Down (Printable) Unit 1 - Nursery Rhymes: Unit 1 Recitation Unit 2 - Fables: Lesson 2 - What Is a Fable? Unit 2 - Fables: Lesson 3 - Who Are the Characters? Unit 2 - Fables: Lesson 4 - What Are the Problems in "The Lion and the Mouse"? Unit 2 - Fables: Lesson 5 - What Is the Moral in "The Lion and the Mouse"?

Unit 2 - Fables: Lesson 6 - Who Are the Characters in "The Tortoise and the Hare"?

Unit 2 - Fables: Lesson 7 - What Is the Problem in "The Tortoise and the Hare"?

Unit 2 - Fables: Lesson 8 - What Is the Moral in "The Tortoise and the Hare"?

Unit 2 - Fables: Unit 2 Recitation

Unit 3 - Fairy Tales: Lesson 1 - What is "Sleeping Beauty"?

Unit 3 - Fairy Tales: Lesson 2 - Is "Sleeping Beauty" a fairy tale?

Unit 3 - Fairy Tales: Lesson 3 - What is the problem in "Sleeping Beauty"?

Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?

Unit 3 - Fairy Tales: Lesson 5 - What is the last part of "Sleeping Beauty"?

Unit 3 - Fairy Tales: Lesson 6 - Is "Jack and the Beanstalk" a fairy tale?

Unit 3 - Fairy Tales: Lesson 7 - What are the problems in "Jack and the Beanstalk"?

Unit 3 - Fairy Tales: Lesson 8 - What else is magic in "Jack and the Beanstalk"?

Unit 3 - Fairy Tales: Lesson 9 - What are the resolutions in "Jack and the Beanstalk"?

Unit 3 - Fairy Tales: Unit 3 Recitation

Unit 4 - Folktales: Lesson 1 - What are folktales?

Unit 4 - Folktales: Lesson 2 - What happened in "The Three Little Pigs"?

Unit 4 - Folktales: Lesson 3 - What was the theme of "The Three Little Pigs"?

Unit 4 - Folktales: Lesson 4 - What is a play?

Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?

Unit 4 - Folktales: Lesson 6 - What is the next part of "The Gingerbread Man"?

Unit 4 - Folktales: Lesson 7 - What is the last part of "The Gingerbread Man"?

Unit 4 - Folktales: Lesson 8 - What is the theme of "The Gingerbread Man"?

Unit 4 - Folktales: Unit 4 Recitation

Unit 5 - Stories We Read: Lesson 2 - What are details?

Unit 5 - Stories We Read: Lesson 3 - What are nursery rhymes?

Unit 5 - Stories We Read: Lesson 4 - What are fables?

Unit 5 - Stories We Read: Lesson 5 - What are fairy tales?

Unit 5 - Stories We Read: Lesson 6 - What are folktales?

Unit 5 - Stories We Read: Lesson 7 - What are plays?

Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative?

Unit 5 - Stories We Read: Project: Reading Log

Unit 5 - Stories We Read: Unit 5 Recitation

Unit 6 - For Your Information: Lesson 1 - Where do we find information?

Unit 6 - For Your Information: Lesson 2 - What are the parts of informational text?

Unit 6 - For Your Information: Lesson 3 - Are directions informational texts?

Unit 6 - For Your Information: Lesson 4 - How do we use directions?

Unit 6 - For Your Information: Lesson 5 - How do we brush?

Unit 6 - For Your Information: Lesson 6 - Are recipes informational texts?

Unit 6 - For Your Information: Lesson 7 - How do we make pizza?

Unit 6 - For Your Information: Unit 6 Recitation

Unit 7 - Reading Science Information: Lesson 1 - What is a fair?

Unit 7 - Reading Science Information: Lesson 2 - When is the fair?

Unit 7 - Reading Science Information: Lesson 3 - What is a vegetable?

Unit 7 - Reading Science Information: Lesson 4 - What are synonyms?

Unit 7 - Reading Science Information: Lesson 5 - What moves at the fair?

Unit 7 - Reading Science Information: Lesson 6 - How things move at the fair?

Unit 7 - Reading Science Information: Lesson 7 - Can Iris ride a train at the fair?

Unit 7 - Reading Science Information: Lesson 8 - Where is the train?

Unit 7 - Reading Science Information: Lesson 9 - When does a day at the fair end?

Unit 7 - Reading Science Information: Unit 7 Recitation

Unit 8 - Reading Information about Places: Lesson 1 - How do we learn about places?

Unit 8 - Reading Information about Places: Lesson 2 - How can we learn about Ecuador?

Unit 8 - Reading Information about Places: Lesson 3 - How can we learn more about Ecuador?

Unit 8 - Reading Information about Places: Lesson 4 - How can we learn about China?

Unit 8 - Reading Information about Places: Lesson 5 - How are people alike and different?

Unit 8 - Reading Information about Places: Lesson 6 - How can we learn about Canada?

Unit 8 - Reading Information about Places: Lesson 7 - How can we learn about parades in Canada?

Unit 8 - Reading Information about Places: Lesson 8 - How do we learn about people?

Unit 8 - Reading Information about Places: Unit 8 Recitation

Unit 9 - Words that Persuade: Lesson 1 - What is an opinion?

Unit 9 - Words that Persuade: Lesson 2 - What kind of words do we use in opinions?

Unit 9 - Words that Persuade: Lesson 3 - What is a reason?

Unit 9 - Words that Persuade: Lesson 4 - What is author's purpose?

Unit 9 - Words that Persuade: Lesson 5 - What are persuasive texts?

Unit 9 - Words that Persuade: Lesson 6 - What kind of words are in persuasive texts?

Unit 9 - Words that Persuade: Lesson 7 - What is the purpose of a poem?

Unit 9 - Words that Persuade: Lesson 8 - What is the purpose of a letter?

Unit 9 - Words that Persuade: Unit 9 Recitation

Unit 10 - Words to Read Texts: Unit 10 Recitation

PERFORMANCE EXPECTATION	K.V.3.	Sort and categorize objects and images by concepts. <u>Kindergarten Language Arts</u> Unit 4 - Folktales: Lesson 5 - What is the first part of "The Gingerbread Man"?

PERFORMANCE EXPECTATION	K.V.4.	Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance). <u>Kindergarten Language Arts</u> Unit 9 - Words that Persuade: Lesson 2 - What kind of words do we use in opinions?

STRAND / TOPIC

Kindergarten English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	K.W.1.S.	Write an opinion piece about a topic or text, including a reason. <u>Kindergarten Language Arts</u> Unit 9 - Words that Persuade: Writing Workshop: Write a Reason (Printable) Unit 9 - Words that Persuade: Writing Workshop: Write an Opinion (Printable)

BENCHMARK / PROFICIENCY	K.W.2.S.	Write an informative piece with facts. <u>Kindergarten Language Arts</u> Unit 6 - For Your Information: Activity: Compare Plants Unit 6 - For Your Information: Project: Show How Unit 10 - Ways to Read Texts: Activity: Revise Presentation (Printable) Unit 10 - Ways to Read Texts: Lesson 5 - How do you make a presentation? Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

BENCHMARK / PROFICIENCY	K.W.3.S.	Write a narrative with the events in chronological order. <u>Kindergarten Language Arts</u> Unit 3 - Fairy Tales: Project: Tell the Tale (Printable) Unit 3 - Fairy Tales: Project: You Are the Author (Printable) Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative? Unit 5 - Stories We Read: Project: Personal Narrative

STRAND / TOPIC

Kindergarten English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing, the writing process, and research.

BENCHMARK / PROFICIENCY	K.W.4.P.	Produce writing, using precise language and grade-appropriate conventions. <u>Kindergarten Language Arts</u> Unit 3 - Fairy Tales: Project: Tell the Tale (Printable) Unit 3 - Fairy Tales: Project: You Are the Author (Printable) Unit 5 - Stories We Read: Project: Personal Narrative Unit 6 - For Your Information: Activity: Compare Plants Unit 6 - For Your Information: Project: Show How Unit 9 - Words that Persuade: Writing Workshop: Write a Reason (Printable) Unit 9 - Words that Persuade: Writing Workshop: Write an Opinion (Printable) Unit 10 - Ways to Read Texts: Lesson 5 - How do you make a presentation?

BENCHMARK / PROFICIENCY	K.W.6.P.	Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I," use end punctuation marks). <u>Kindergarten Language Arts</u> Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative? Unit 5 - Stories We Read: Project: Personal Narrative Unit 9 - Words that Persuade: Writing Workshop: Write a Reason (Printable) Unit 9 - Words that Persuade: Writing Workshop: Write an Opinion (Printable) Unit 10 - Ways to Read Texts: Activity: Edit Presentation (Printable) Unit 10 - Ways to Read Texts: Activity: Revise Presentation (Printable) Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation? Unit 10 - Ways to Read Texts: Lesson 7 - How do you edit a presentation?

BENCHMARK / PROFICIENCY	K.W.7.P.	Participate in teacher-led research projects and produce simple findings. <u>Kindergarten Language Arts</u> Unit 10 - Ways to Read Texts: Activity: Animal Research Notes (Printable) Unit 10 - Ways to Read Texts: Activity: Animal Research Plan (Printable) Unit 10 - Ways to Read Texts: Activity: Edit Presentation (Printable) Unit 10 - Ways to Read Texts: Activity: Revise Presentation (Printable)

STRAND / TOPIC

Kindergarten English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Oral Language - Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.

BENCHMARK / PROFICIENCY	K.CC.1.O L.	Participate in collaborative conversations. <u>Kindergarten Language Arts</u> Unit 1 - Nursery Rhymes: Project - Wooly Details (Printable) Unit 5 - Stories We Read: Project: Personal Narrative

BENCHMARK / PROFICIENCY	K.CC.2.O L.	Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding. <u>Kindergarten Language Arts</u> Unit 2 - Fables: Project - Be a Great Friend (Printable) Unit 10 - Ways to Read Texts: Activity: Animal Research Plan (Printable)

STRAND / TOPIC

Kindergarten English Language Arts Standards

CONTENT STANDARD		Collaborative Communication

PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK / PROFICIENCY K.CC.3.P. Use specific details to orally describe people, places, things, and events.

Kindergarten Language Arts

Unit 10 - Ways to Read Texts: Activity: Give Presentation (Printable)

BENCHMARK / PROFICIENCY K.CC.4.P. Use visual displays to provide additional detail.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Activity: Drawing your Home (Printable)

Unit 1 - Nursery Rhymes: Project - Wooly Details (Printable)

Unit 1 - Nursery Rhymes: Project: Drawing Kindness (Printable)

Unit 2 - Fables: Project - Be a Great Friend (Printable)

Unit 2 - Fables: Project - Draw the Fable

Unit 2 - Fables: Project - You Can Do It (Printable)

Unit 3 - Fairy Tales: Lesson 4 - What is the resolution in "Sleeping Beauty"?

Unit 3 - Fairy Tales: Project: Tell the Tale (Printable)

Unit 3 - Fairy Tales: Project: You Are the Author (Printable)

Unit 4 - Folktales: Activity - Draw a Picture

Unit 4 - Folktales: Project: Change the Ending

Unit 5 - Stories We Read: Activity - Draw a Picture

Unit 5 - Stories We Read: Lesson 7 - What are plays?

Unit 5 - Stories We Read: Lesson 8 - What are themes?

Unit 5 - Stories We Read: Project: Personal Narrative

Unit 6 - For Your Information: Activity: Draw a Snowman

Unit 7 - Reading Science Information: Project: Facts Show and Tell

Unit 10 - Ways to Read Texts: Activity: Give Presentation (Printable)

Unit 10 - Ways to Read Texts: Activity: Revise Presentation (Printable)

Unit 10 - Ways to Read Texts: Lesson 5 - How do you make a presentation?

Unit 10 - Ways to Read Texts: Lesson 6 - How do you revise a presentation?

BENCHMARK / PROFICIENCY K.CC.5.P. Speak audibly in collaborative communication and presentations.

Kindergarten Language Arts

Unit 1 - Nursery Rhymes: Unit 1 Recitation

Unit 2 - Fables: Unit 2 Recitation

Unit 3 - Fairy Tales: Project: You Are the Author (Printable)

Unit 3 - Fairy Tales: Unit 3 Recitation

Unit 4 - Folktales: Project: Change the Ending

Unit 4 - Folktales: Unit 4 Recitation

Unit 5 - Stories We Read: Activity - Parts of a Book

Unit 5 - Stories We Read: Project: Personal Narrative

Unit 5 - Stories We Read: Unit 5 Recitation

Unit 6 - For Your Information: Project: Show How

Unit 6 - For Your Information: Unit 6 Recitation

Unit 7 - Reading Science Information: Unit 7 Recitation

Unit 8 - Reading Information about Places: Project - Parade Partners

Unit 8 - Reading Information about Places: Unit 8 Recitation

Unit 9 - Words that Persuade: Unit 9 Recitation

Unit 10 - Ways to Read Texts: Activity: Give Presentation (Printable)

Unit 10 - Ways to Read Texts: Unit 10 Recitation

STRAND / TOPIC

Kindergarten English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structures - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	K.L.3.S.	Use plural nouns. <u>Kindergarten Language Arts</u> Unit 10 - Ways to Read Texts: Activity: Edit Presentation (Printable) Unit 10 - Ways to Read Texts: Lesson 7 - How do you edit a presentation?

BENCHMARK / PROFICIENCY	K.L.7.S.	Produce simple sentences independently. <u>Kindergarten Language Arts</u> Unit 5 - Stories We Read: Project: Personal Narrative

STRAND / TOPIC **Kindergarten English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	K.L.8.C.	Capitalize the first word in a sentence. <u>Kindergarten Language Arts</u> Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative? Unit 5 - Stories We Read: Project: Personal Narrative Unit 9 - Words that Persuade: Writing Workshop: Write a Reason (Printable) Unit 9 - Words that Persuade: Writing Workshop: Write an Opinion (Printable) Unit 10 - Ways to Read Texts: Activity: Edit Presentation (Printable) Unit 10 - Ways to Read Texts: Lesson 7 - How do you edit a presentation?

BENCHMARK / PROFICIENCY	K.L.10.C.	Use all end punctuation marks. <u>Kindergarten Language Arts</u> Unit 5 - Stories We Read: Lesson 9 - What is a personal narrative? Unit 5 - Stories We Read: Project: Personal Narrative Unit 9 - Words that Persuade: Writing Workshop: Write a Reason (Printable) Unit 9 - Words that Persuade: Writing Workshop: Write an Opinion (Printable) Unit 10 - Ways to Read Texts: Activity: Edit Presentation (Printable) Unit 10 - Ways to Read Texts: Lesson 7 - How do you edit a presentation?

Main Criteria: Arkansas Standards
Secondary Criteria: World Geography
Subject: Social Studies
Grade: 9
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 9 - Adopted: 2014

STRAND / TOPIC **AR.SS.AA African American History H.**

CONTENT STANDARD	CP.AAH.	Colonial Period 1619-1775
PERFORMANCE EXPECTATION	CP.1.AAH.	Students will analyze origins of and changes in African American culture in the Colonial Period.

BENCHMARK / PROFICIENCY CP.1.AAH. H.2. Analyze migration patterns, both voluntary and involuntary, from Africa to the Americas using a variety of geographic representations.

World Geography
Unit 10: Lesson 8 - History of Sub-Saharan Africa

Grade: 9 - Adopted: 2017

STRAND / TOPIC **STANDA Economics RD: AR.SS.E.**

CONTENT STANDARD	EM.E.	Exchange and Markets
PERFORMANCE EXPECTATION	EM.2.E.	Students will evaluate different allocation methods.

BENCHMARK / PROFICIENCY EM.2.E.2. Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model

World Geography
Unit 5: Quiz 3

STRAND / TOPIC **STANDA Economics RD: AR.SS.E.**

CONTENT STANDARD	NE.E.	National Economy
PERFORMANCE EXPECTATION	NE.5.E.	Students will analyze the current and future state of the economy using economic indicators.

BENCHMARK / PROFICIENCY NE.5.E.1. Analyze economic indicators used to measure economic performance including, but not limited to, unemployment, Gross Domestic Product (GDP), and Consumer Price Index (CPI)

World Geography
Unit 6: Lesson 5 - The Economy of East Asia
Unit 6: Quiz 2
Unit 10: Activity 3: Statistics

STRAND / TOPIC **STANDA Economics RD: AR.SS.E.**

CONTENT STANDARD	GE.E.	Global Economy
PERFORMANCE EXPECTATION	GE.7.E.	Students will analyze ways in which trade leads to increased economic interdependence.

BENCHMARK / PROFICIENCY GE.7.E.3. Research the impact of international and national economic and political policies on global trade using a variety of sources from multiple perspectives

World Geography

Unit 2: Lesson 5 - Economies of the United States and Canada

Unit 2: Quiz 2

Unit 4: Atlas Activity: Economics

Unit 6: Lesson 5 - The Economy of East Asia

Unit 9: Activity: Oil, Oil, Oil

Grade: **9** - Adopted: **2014**

STRAND / TOPIC AR.SS.S. Sociology

CONTENT STANDARD	SS.S.	Social Structure
PERFORMANCE EXPECTATION	SS.3.S.	Students will evaluate the cultural interaction between individuals and society.

BENCHMARK / PROFICIENCY SS.3.S.1. Analyze ways culture influences individuals using a variety of sources.

World Geography

Unit 2: Lesson 7 - Human and Cultural Geography

Unit 5: Activity - Russian Culture

STRAND / TOPIC AR.SS.S. Sociology

CONTENT STANDARD	SS.S.	Social Structure
PERFORMANCE EXPECTATION	SS.4.S.	Students will analyze the evolution of social structures and culture.

BENCHMARK / PROFICIENCY SS.4.S.1. Discuss key components of culture.

World Geography

Unit 2: Lesson 7 - Human and Cultural Geography

Unit 5: Activity - Russian Culture

STRAND / TOPIC AR.SS.US United States Government

CONTENT STANDARD	PP.USG.	Political Philosophy
PERFORMANCE EXPECTATION	PP.2.US G.	Students will analyze the rationale of the Founding Fathers in selecting a republican, representative democracy over other forms of government.

BENCHMARK / PROFICIENCY PP.2.US G.1. Analyze social, economic, and political factors that influenced the American colonists to overthrow British monarchical rule.

World Geography

Unit 2: Lesson 8 - History of the United States and Canada

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era8.US H.	Era 8: The Great Depression and World War II 1929-1945
PERFORMANCE EXPECTATION	Era8.4.USH.	Students will evaluate social, economic, and political changes in the United States during World War II.

BENCHMARK / PROFICIENCY Era8.4.USH.2. Examine the roles of national and foreign leaders during World War II using a variety of primary and secondary sources.

World Geography

Unit 5: Lesson 8 - History of Russia

Unit 5: Quiz 3

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era9.US H.	Era 9: Post-war United States 1945 to Early 1970s
PERFORMANCE EXPECTATION	Era9.5.USH.	Students will analyze international events and trends resulting in the emergence of the United States as a superpower.

BENCHMARK / PROFICIENCY Era9.5.USH.3. Analyze sources of conflict and confrontation during the post-World War II era (e.g., atomic bomb, Truman Doctrine, Korea, Vietnam, China, Berlin, Afghanistan, Cuba).

World Geography

Unit 6: Lesson 8 - History of East Asia

BENCHMARK / PROFICIENCY Era9.5.USH.4. Discuss the effects of changes in U.S. foreign policy following World War II from multiple perspectives (e.g., Africa, Asia, Latin America, Middle East, Soviet Union).

World Geography

Unit 6: Lesson 8 - History of East Asia

BENCHMARK / PROFICIENCY Era9.5.USH.5. Construct historical arguments or explanations of the effectiveness of international organizations in preventing or resolving conflicts from multiple perspectives.

World Geography

Unit 6: Lesson 8 - History of East Asia

BENCHMARK / PROFICIENCY Era9.5.USH.6. Construct explanations on reasons for the emergence of the United States as a superpower by the mid-1970s using a variety of sources.

World Geography

Unit 6: Lesson 8 - History of East Asia

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era10.USH.	Era 10: Contemporary United States 1968 to Present
PERFORMANCE EXPECTATION	Era10.7.USH.	Students will analyze domestic and foreign policies of the United States since 1968.

BENCHMARK / PROFICIENCY	Era10.7.U SH.3.	Examine continuity and change in foreign policies over multiple administrations since 1968 using a variety of primary and secondary sources (e.g., policies that resulted from Strategic Arms Limitation Talks/Treaty I [SALT I], Camp David Accords, Oil Producing Exporting Countries [OPEC], Strategic Defense Initiative, Iran-Contra Affair, North American Free Trade Agreement [NAFTA], Japanese markets, Dayton Accords).
		<u>World Geography</u> Unit 2: Lesson 5 - Economies of the United States and Canada Unit 2: Lesson 8 - History of the United States and Canada Unit 2: Quiz 2 Unit 3: Lesson 4 - Natural Resources Unit 3: Lesson 5 - Economy of Latin America Unit 3: Quiz 2 Unit 9: Activity: Oil, Oil, Oil Unit 9: Lesson 4 - Natural Resources Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Quiz 2

BENCHMARK / PROFICIENCY	Era10.7.USH.5.	Construct explanations of change and continuity in foreign policy since the emergence of modern America.
		<u>World Geography</u> Unit 2: Lesson 5 - Economies of the United States and Canada Unit 2: Lesson 8 - History of the United States and Canada Unit 2: Quiz 2 Unit 3: Lesson 4 - Natural Resources Unit 3: Lesson 5 - Economy of Latin America Unit 3: Quiz 2 Unit 9: Activity: Oil, Oil, Oil Unit 9: Lesson 4 - Natural Resources Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Quiz 2

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era10.U SH.	Era 10: Contemporary United States 1968 to Present
PERFORMANCE EXPECTATION	Era10.8.USH.	Students will analyze social and economic trends of the United States since 1968.

BENCHMARK / PROFICIENCY	Era10.8.U SH.1.	Examine the effects of globalization on the United States (e.g., regional trade blocks, European Union [EU], NAFTA, international organizations, multinational corporations).
		<u>World Geography</u> Unit 2: Lesson 5 - Economies of the United States and Canada Unit 2: Lesson 8 - History of the United States and Canada Unit 2: Quiz 2 Unit 3: Lesson 5 - Economy of Latin America Unit 4: Atlas Activity: Economics Unit 4: Lesson 5 - Economy of Europe Unit 4: Lesson 8 - European History Unit 4: Quiz 2

STRAND / TOPIC **AR.SS.G. World Geography**

CONTENT STANDARD	WSP.G.	World in Spatial Terms
PERFORMANCE EXPECTATION	WSP.1.G.	Students will interpret spatial information using geographic representations and geospatial technologies.

BENCHMARK / PROFICIENCY	WSP.1.G. 1.	Investigate political, cultural, and economic relationships between places and regions using geographic representations and geospatial technologies.

World Geography

Unit 1: Lesson 1 - Introduction to Geography

Unit 1: Lesson 2 - The Six Essentials of Geography

Unit 1: Lesson 4 - Structure of the Earth

Unit 1: Lesson 7 - The Earth's Climates

Unit 1: Lesson 8 - Humans and Geography

Unit 1: Lesson 8 Activity

Unit 1: Quiz 1

Unit 2: Lesson 1 - Physical Geography

Unit 2: Lesson 2 - Water Sources

Unit 2: Lesson 3 - Climates and Vegetation

Unit 2: Lesson 4 - Natural Resources

Unit 2: Lesson 5 - Economies of the United States and Canada

Unit 2: Lesson 8 - History of the United States and Canada

Unit 3: Lesson 1 - Physical Geography

Unit 3: Lesson 9 - Latin American Culture

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - Physical Geography

Unit 4: Lesson 2 - Water Resources

Unit 4: Lesson 3 - Climate and Vegetation

Unit 4: Lesson 4 - Natural Resources

Unit 4: Lesson 6 - Human Impact

Unit 4: Lesson 9 - European Culture

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 5: Lesson 1 - Physical Geography

Unit 5: Lesson 2 - Water Resources

Unit 5: Lesson 7 - Human Geography

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Physical Geography of East Asia

Unit 6: Lesson 2 - Water Resources

Unit 6: Lesson 4 - Natural Resources

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Activity 1: Current Events and Geography

Unit 7: Activity 2: From Whither Do the Monsoons Come?

Unit 7: Activity : Atlas Work

Unit 7: Lesson 1 - Physical Geography

Unit 7: Lesson 2 - Water Resources

Unit 7: Lesson 3 - South Asia's Climates and Vegetation

Unit 7: Lesson 5 - Economy of South Asia

Unit 7: Lesson 8 - History of South Asia

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8 : Lesson 1 - Australia and New Zealand

Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates

Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment

Unit 8 : Quiz 2

Unit 8 : Quiz 3

Unit 9: Activity: Map of Israel

Unit 9: Lesson 2 - Water Resources

Unit 9: Lesson 4 - Natural Resources

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Activity 1: Map Skills

Unit 10: Activity 5: Changes in Borders

Unit 10: Lesson 1 - Physical Geography

Unit 10: Lesson 2 - Water Resources

Unit 10: Lesson 3 - Climate and Vegetation

Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa

Unit 10: Lesson 9 - Culture

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	WSP.1.G. 2.	Solve geographic problems created by physical characteristics of places and regions using multiple geographic representations and geospatial technologies.

World Geography

Unit 1: Lesson 2 - The Six Essentials of Geography

Unit 1: Quiz 1

Unit 2: Lesson 1 - Physical Geography

Unit 2: Quiz 1

Unit 3: Quiz 1

Unit 4: Lesson 1 - Physical Geography

Unit 4: Lesson 3 - Climate and Vegetation

Unit 5: Lesson 1 - Physical Geography

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Physical Geography of East Asia

Unit 6: Quiz 1

Unit 7: Activity : Atlas Work

Unit 7: Lesson 1 - Physical Geography

Unit 7: Quiz 1

Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources

Unit 8 : Lesson 6 - Antarctica

Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates

Unit 9: Lesson 1 - Physical Geography

Unit 9: Quiz 1

Unit 10: Activity 3: Statistics

Unit 10: Lesson 1 - Physical Geography

Unit 10: Quiz 1

BENCHMARK / WSP.1.G. Analyze various forms of maps that illustrate multiple points of view.
PROFICIENCY 3.

World Geography

Unit 1: Lesson 1 - Introduction to Geography
Unit 1: Lesson 2 - The Six Essentials of Geography
Unit 1: Lesson 4 - Structure of the Earth
Unit 1: Lesson 7 - The Earth's Climates
Unit 1: Lesson 8 - Humans and Geography
Unit 2: Lesson 1 - Physical Geography
Unit 2: Lesson 2 - Water Sources
Unit 2: Lesson 3 - Climates and Vegetation
Unit 2: Lesson 4 - Natural Resources
Unit 2: Lesson 5 - Economies of the United States and Canada
Unit 2: Lesson 8 - History of the United States and Canada
Unit 3: Lesson 1 - Physical Geography
Unit 3: Lesson 9 - Latin American Culture
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Physical Geography
Unit 4: Lesson 2 - Water Resources
Unit 4: Lesson 3 - Climate and Vegetation
Unit 4: Lesson 4 - Natural Resources
Unit 4: Lesson 6 - Human Impact
Unit 4: Lesson 9 - European Culture
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Physical Geography
Unit 5: Lesson 2 - Water Resources
Unit 5: Lesson 7 - Human Geography
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Lesson 1 - Physical Geography of East Asia
Unit 6: Lesson 2 - Water Resources
Unit 6: Lesson 4 - Natural Resources
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Activity 1: Current Events and Geography
Unit 7: Activity 2: From Whither Do the Monsoons Come?
Unit 7: Lesson 1 - Physical Geography
Unit 7: Lesson 2 - Water Resources
Unit 7: Lesson 5 - Economy of South Asia
Unit 7: Lesson 8 - History of South Asia
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Australia and New Zealand
Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates
Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 9: Activity: Map of Israel
Unit 9: Lesson 2 - Water Resources
Unit 9: Lesson 4 - Natural Resources
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity 1: Map Skills
Unit 10: Activity 5: Changes in Borders
Unit 10: Lesson 1 - Physical Geography
Unit 10: Lesson 2 - Water Resources
Unit 10: Lesson 3 - Climate and Vegetation
Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa
Unit 10: Lesson 9 - Culture
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	WSP.1.G. 4.	Create geographic representations to illustrate demographic information using data collected from a variety of sources.
		<u>World Geography</u> Unit 7: Activity 1: Current Events and Geography Unit 8 : Activity 1: The Water Cycle Unit 8 : Activity 2: Antarctica Unit 9: Activity: Map of Israel Unit 9: Activity: Oil, Oil, Oil Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 1: Map Skills Unit 10: Activity 5: Changes in Borders

STRAND / TOPIC **AR.SS.G. World Geography**

CONTENT STANDARD	WSP.G.	World in Spatial Terms
PERFORMANCE EXPECTATION	WSP.2.G.	Students will analyze the spatial organization of people, places, and environments on the Earth's surface.

BENCHMARK / PROFICIENCY	WSP.2.G. 1.	Analyze the spatial organization of people, places, and environments using location, distance, direction, scale, movement, region, and density.
		<u>World Geography</u> Unit 1: Lesson 2 - The Six Essentials of Geography Unit 1: Lesson 8 Activity Unit 1: Quiz 1 Unit 2: Lesson 1 - Physical Geography Unit 4: Lesson 1 - Physical Geography Unit 5: Lesson 1 - Physical Geography Unit 6: Lesson 1 - Physical Geography of East Asia Unit 7: Activity : Atlas Work Unit 7: Lesson 3 - South Asia's Climates and Vegetation

BENCHMARK / PROFICIENCY	WSP.2.G. 2.	Research the impact of interdependence and accessibility among people, places, and environments.
		<u>World Geography</u> Unit 1: Lesson 2 - The Six Essentials of Geography Unit 1: Lesson 5 - Weathering and Erosion Unit 1: Lesson 8 - Humans and Geography Unit 1: Quiz 2 Unit 2: Lesson 6 - Human Impact Unit 2: Quiz 2 Unit 3: Lesson 4 - Natural Resources Unit 3: Lesson 6 - Human Impact Unit 4: Activity - Nuclear Power: Worth the Risk? Unit 4: Lesson 6 - Human Impact Unit 4: Lesson 7 - The European Population Unit 5: Lesson 6 - Human Impact Unit 6: Lesson 6 - Human Impact Unit 6: Quiz 2 Unit 7: Lesson 6 - Human Impact Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment Unit 9: Lesson 6 - Human Impact Unit 10: Activity 6: African Immigration Unit 10: Lesson 6 - Human Impact

BENCHMARK / PROFICIENCY	WSP.2.G. 3.	Use spatial data to answer student generated questions about the relationships between spatial organization of people and places, people and environment, and places and environments.

World Geography

Unit 1: Lesson 2 - The Six Essentials of Geography

Unit 1: Lesson 8 - Humans and Geography

Unit 1: Lesson 8 Activity

Unit 1: Quiz 1

Unit 2: Lesson 1 - Physical Geography

Unit 2: Quiz 1

Unit 3: Quiz 1

Unit 4: Lesson 1 - Physical Geography

Unit 4: Lesson 3 - Climate and Vegetation

Unit 5: Lesson 1 - Physical Geography

Unit 5: Lesson 7 - Human Geography

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Physical Geography of East Asia

Unit 6: Lesson 7 - Human Geography

Unit 6: Quiz 1

Unit 7: Activity : Atlas Work

Unit 7: Lesson 1 - Physical Geography

Unit 7: Lesson 3 - South Asia's Climates and Vegetation

Unit 7: Lesson 7 - Human Geography

Unit 7: Quiz 1

Unit 8 : Lesson 3 - Australia and New Zealand: Demographics, History, Culture

Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources

Unit 8 : Lesson 5 - Oceania: Economy, Environment, Demographics

Unit 8 : Lesson 6 - Antarctica

Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates

Unit 8 : Lesson 9 - Southeast Asia: Demographics, History, Culture

Unit 9: Lesson 1 - Physical Geography

Unit 9: Lesson 7 - Human Geography

Unit 9: Quiz 1

Unit 10: Activity 3: Statistics

Unit 10: Lesson 1 - Physical Geography

Unit 10: Quiz 1

STRAND / TOPIC

AR.SS.G. World Geography

CONTENT STANDARD	PR.G.	Places and Regions
PERFORMANCE EXPECTATION	PR.3.G.	Students will analyze regions created by physical characteristics and human influences.

BENCHMARK / PROFICIENCY	PR.3.G.1. Analyze the impact of physical characteristics and human influences on the creation of various regions by examining spatial patterns, geographic representations, and available geospatial technologies. <u>World Geography</u> Unit 1: Lesson 2 - The Six Essentials of Geography Unit 1: Lesson 8 Activity Unit 1: Quiz 1 Unit 2: Lesson 1 - Physical Geography Unit 2: Quiz 1 Unit 3: Quiz 1 Unit 4: Lesson 1 - Physical Geography Unit 4: Lesson 3 - Climate and Vegetation Unit 5: Lesson 1 - Physical Geography Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 6: Lesson 1 - Physical Geography of East Asia Unit 6: Quiz 1 Unit 7: Activity : Atlas Work Unit 7: Lesson 1 - Physical Geography Unit 7: Lesson 3 - South Asia's Climates and Vegetation Unit 7: Quiz 1 Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources Unit 8 : Lesson 6 - Antarctica Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates Unit 9: Lesson 1 - Physical Geography Unit 9: Quiz 1 Unit 10: Activity 3: Statistics Unit 10: Lesson 1 - Physical Geography Unit 10: Quiz 1
BENCHMARK / PROFICIENCY	PR.3.G.2. Compare the changes over time on the boundaries and characteristics of regions caused by various factors using geographic representations and data (e.g., climate, technology, migration, conflict, government). <u>World Geography</u> Unit 1: Lesson 1 - Introduction to Geography Unit 1: Lesson 2 - The Six Essentials of Geography Unit 1: Lesson 7 - The Earth's Climates Unit 1: Quiz 3 Unit 2: Lesson 3 - Climates and Vegetation Unit 3: Lesson 3 - Climate and Vegetation Unit 4: Lesson 1 - Physical Geography Unit 4: Lesson 3 - Climate and Vegetation Unit 4: Quiz 1 Unit 5: Activity: Cities of the Tundra Unit 5: Lesson 3 - Climate and Vegetation Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 6: Lesson 3 - Climate and Vegetation Unit 6: Quiz 1 Unit 7: Activity 2: From Whither Do the Monsoons Come? Unit 7: Lesson 3 - South Asia's Climates and Vegetation Unit 8 : Lesson 1 - Australia and New Zealand Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources Unit 8 : Lesson 6 - Antarctica Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates Unit 9: Lesson 3 - Climate and Vegetation Unit 10: Lesson 3 - Climate and Vegetation
STRAND / TOPIC	AR.SS.G. World Geography
CONTENT STANDARD	HS.G. Human Systems

PERFORMANCE EXPECTATION	HS.4.G.	Students will analyze the characteristics, distribution, and migration of human population and settlement on Earth's surface.

BENCHMARK / PROFICIENCY HS.4.G.1. Use demographic data to characterize the populations of various places and reasons for the changes over time (e.g., birth rates, death rates, gender, age, race, ethnicity).

World Geography

Unit 1: Lesson 8 - Humans and Geography
Unit 5: Lesson 7 - Human Geography
Unit 6: Lesson 7 - Human Geography
Unit 7: Lesson 7 - Human Geography
Unit 8 : Lesson 3 - Australia and New Zealand: Demographics, History, Culture
Unit 8 : Lesson 5 - Oceania: Economy, Environment, Demographics
Unit 8 : Lesson 9 - Southeast Asia: Demographics, History, Culture
Unit 9: Lesson 7 - Human Geography
Unit 10: Activity 3: Statistics

BENCHMARK / PROFICIENCY HS.4.G.2. Analyze the effects of various influences on population distribution (e.g., history, migration, physical environment, economy, politics, technology, climate, land use, resources).

World Geography

Unit 1: Lesson 8 - Humans and Geography
Unit 5: Lesson 7 - Human Geography
Unit 6: Lesson 7 - Human Geography
Unit 7: Lesson 7 - Human Geography
Unit 8 : Lesson 3 - Australia and New Zealand: Demographics, History, Culture
Unit 8 : Lesson 5 - Oceania: Economy, Environment, Demographics
Unit 8 : Lesson 9 - Southeast Asia: Demographics, History, Culture
Unit 9: Lesson 7 - Human Geography
Unit 10: Activity 3: Statistics

BENCHMARK / PROFICIENCY HS.4.G.3. Analyze various push- pull- factors that lead to migration and changes in these factors over time.

World Geography

Unit 1: Lesson 8 - Humans and Geography
Unit 4: Lesson 7 - The European Population
Unit 10: Activity 6: African Immigration

BENCHMARK / PROFICIENCY HS.4.G.4. Analyze the impact of effects of migration on society (e.g., social, economic, political, cultural).

World Geography

Unit 1: Lesson 8 - Humans and Geography
Unit 4: Lesson 7 - The European Population
Unit 10: Activity 6: African Immigration

STRAND / TOPIC AR.SS.G. World Geography

CONTENT STANDARD	HS.G.	Human Systems
PERFORMANCE EXPECTATION	HS.5.G.	Students will evaluate the characteristics, distribution, and complexity of Earth's cultural regions.

BENCHMARK / PROFICIENCY HS.5.G.1. Analyze a variety of factors that create cultural regions and affect spatial patterns and movements of various cultures (e.g., beliefs, languages, ethnicity, gender).

World Geography

Unit 1: Lesson 2 - The Six Essentials of Geography
Unit 2: Lesson 7 - Human and Cultural Geography
Unit 4: Lesson 1 - Physical Geography

BENCHMARK / PROFICIENCY HS.5.G.2. Examine varying attitudes among different cultures toward the uses of natural and human resources.

World Geography

Unit 2: Lesson 4 - Natural Resources
 Unit 2: Quiz 2
 Unit 3: Lesson 4 - Natural Resources
 Unit 3: Quiz 2
 Unit 4: Lesson 4 - Natural Resources
 Unit 4: Quiz 2
 Unit 5: Lesson 4 - Natural Resources
 Unit 6: Lesson 4 - Activity : Atlas Work
 Unit 6: Lesson 4 - Natural Resources
 Unit 6: Quiz 2
 Unit 7: Lesson 4 - Natural Resources
 Unit 7: Quiz 2
 Unit 8 : Lesson 1 - Australia and New Zealand
 Unit 8 : Lesson 2 - Australia and New Zealand: Natural Resources, Economy, Environment
 Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources
 Unit 8 : Lesson 6 - Antarctica
 Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates
 Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
 Unit 9: Activity: Oil, Oil, Oil
 Unit 9: Lesson 2 - Water Resources
 Unit 9: Lesson 4 - Natural Resources
 Unit 9: Quiz 2
 Unit 10: Lesson 4 - Natural Resources

STRAND / TOPIC AR.SS.G. World Geography

CONTENT STANDARD	HS.G.	Human Systems
PERFORMANCE EXPECTATION	HS.6.G.	Students will analyze the patterns and networks of economic interdependence on Earth's surface.

BENCHMARK / PROFICIENCY HS.6.G.2. Evaluate the benefits of various locations in terms of natural, human, and capital resources.

World Geography

Unit 2: Lesson 4 - Natural Resources
 Unit 2: Quiz 2
 Unit 3: Lesson 4 - Natural Resources
 Unit 3: Quiz 2
 Unit 4: Lesson 4 - Natural Resources
 Unit 4: Quiz 2
 Unit 5: Lesson 4 - Natural Resources
 Unit 6: Lesson 4 - Activity : Atlas Work
 Unit 6: Lesson 4 - Natural Resources
 Unit 6: Quiz 2
 Unit 7: Lesson 4 - Natural Resources
 Unit 7: Quiz 2
 Unit 8 : Lesson 1 - Australia and New Zealand
 Unit 8 : Lesson 2 - Australia and New Zealand: Natural Resources, Economy, Environment
 Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources
 Unit 8 : Lesson 6 - Antarctica
 Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates
 Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
 Unit 9: Activity: Oil, Oil, Oil
 Unit 9: Lesson 2 - Water Resources
 Unit 9: Lesson 4 - Natural Resources
 Unit 9: Quiz 2
 Unit 10: Lesson 4 - Natural Resources

BENCHMARK / PROFICIENCY	HS.6.G.4. Examine the diffusion of a phenomenon and its impact on various regions of contact (e.g., spread of infectious disease, invasive plants, invasive animals). <u>World Geography</u> Unit 1: Lesson 2 - The Six Essentials of Geography Unit 1: Lesson 7 - The Earth's Climates Unit 2: Lesson 3 - Climates and Vegetation Unit 2: Quiz 1 Unit 6: Lesson 3 - Climate and Vegetation Unit 6: Quiz 1 Unit 8 : Activity 1: The Water Cycle

STRAND / TOPIC **AR.SS.G. World Geography**

CONTENT STANDARD	ES.G.	Environment and Society
PERFORMANCE EXPECTATION	ES.7.G.	Students will analyze the interactions between humans and their environment.

BENCHMARK / PROFICIENCY	ES.7.G.1. Analyze effects of changes made by humans on the physical environment (e.g., industrialization, agricultural, rural land use, urban land use, mining, forestry).

World Geography
Unit 1: Lesson 2 - The Six Essentials of Geography
Unit 1: Lesson 5 - Weathering and Erosion
Unit 1: Lesson 8 - Humans and Geography
Unit 1: Quiz 2
Unit 2: Lesson 6 - Human Impact
Unit 2: Quiz 2
Unit 3: Lesson 4 - Natural Resources
Unit 3: Lesson 5 - Economy of Latin America
Unit 3: Lesson 6 - Human Impact
Unit 4: Activity - Nuclear Power: Worth the Risk?
Unit 4: Lesson 4 - Natural Resources
Unit 4: Lesson 6 - Human Impact
Unit 5: Lesson 6 - Human Impact
Unit 6: Lesson 4 - Activity : Atlas Work
Unit 6: Lesson 6 - Human Impact
Unit 6: Quiz 2
Unit 7: Lesson 5 - Economy of South Asia
Unit 7: Lesson 6 - Human Impact
Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
Unit 9: Lesson 4 - Natural Resources
Unit 9: Lesson 6 - Human Impact
Unit 10: Lesson 5 - Economy of Sub-Saharan Africa
Unit 10: Lesson 6 - Human Impact
Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	ES.7.G.2. Analyze ways people have used technology to adapt to and modify the physical environment.

World Geography
Unit 1: Lesson 1 - Introduction to Geography

STRAND / TOPIC **AR.SS.W World History**

CONTENT STANDARD	Era6.WH .	Era 6: Emergence of First Global Age 1450-1770
PERFORMANCE EXPECTATION	Era6.1.WH.	Students will analyze the transformations and innovations of the first global age.

BENCHMARK / PROFICIENCY	Era6.1.W H.2.	Analyze the social, economic, political, and geographic transformations of regional connections into global trade networks. <u>World Geography</u> Unit 3: Lesson 8 - History of Latin America
BENCHMARK / PROFICIENCY	Era6.1.W H.7.	Analyze ways in which current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada Unit 3: Lesson 8 - History of Latin America
BENCHMARK / PROFICIENCY	Era6.1.W H.8.	Evaluate the credibility and the limitations of primary and secondary sources representing multiple perspectives. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada Unit 3: Lesson 8 - History of Latin America
BENCHMARK / PROFICIENCY	Era6.1.W H.9.	Construct historical arguments or explanations about significant transformations and innovations of the first global age utilizing evidence from a variety of primary and secondary sources. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada Unit 3: Lesson 8 - History of Latin America

**STRAND /
TOPIC** **AR.SS.W
H.** **World History**

CONTENT STANDARD	Era7.WH .	Era 7: Age of Revolutions 1750-1900
PERFORMANC E EXPECTATION	Era7.2. WH.	Students will analyze the global revolutionary changes that shaped the emerging modern world.

BENCHMARK / PROFICIENCY	Era7.2.W H.1.	Evaluate the development, expansion, and effects of industrialization in Europe, Asia, and the Americas. <u>World Geography</u> Unit 2: Lesson 6 - Human Impact Unit 4: Lesson 8 - European History
BENCHMARK / PROFICIENCY	Era7.2.W H.2.	Analyze the social, economic, and political ideas that influenced the 18th and 19th century revolutions. <u>World Geography</u> Unit 2: Lesson 6 - Human Impact Unit 2: Lesson 8 - History of the United States and Canada Unit 4: Lesson 8 - European History
BENCHMARK / PROFICIENCY	Era7.2.W H.3.	Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada

BENCHMARK / PROFICIENCY	Era7.2.W H.5.	Compare the social and economic impact of different labor systems in the Age of Revolutions from multiple perspectives using primary and secondary sources. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada
BENCHMARK / PROFICIENCY	Era7.2.W H.8.	Analyze ways in which the perspectives of people in the present shape the interpretations of the past, using available technology. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada
BENCHMARK / PROFICIENCY	Era7.2.W H.9.	Evaluate the credibility and the limitations of primary and secondary sources representing multiple perspectives. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada
BENCHMARK / PROFICIENCY	Era7.2.W H.10.	Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources. <u>World Geography</u> Unit 2: Lesson 8 - History of the United States and Canada
STRAND / TOPIC	AR.SS.W H.	World History
CONTENT STANDARD	Era8.WH .	Era 8: Crisis and Achievement 1900-1945
PERFORMANC E EXPECTATION	Era8.3. WH.	Students will analyze the reasons for and consequences of early 20th century crises and achievements.
BENCHMARK / PROFICIENCY	Era8.3.W H.1.	Compare the complex causes of early 20 century rebellions worldwide (e.g., eastern Europe, Russia, North Africa, South Africa, China, Vietnam, India, South America, Central America). <u>World Geography</u> Unit 5: Lesson 8 - History of Russia Unit 5: Quiz 3
BENCHMARK / PROFICIENCY	Era8.3.W H.2.	Examine the outcomes of social, economic, and political transformations in Africa, Asia, Middle East, and Latin America. <u>World Geography</u> Unit 6: Lesson 8 - History of East Asia
BENCHMARK / PROFICIENCY	Era8.3.W H.6.	Compare and contrast the impact of political and military leadership of Axis and Allied powers during World War II. <u>World Geography</u> Unit 5: Lesson 8 - History of Russia Unit 5: Quiz 3
BENCHMARK / PROFICIENCY	Era8.3.W H.8.	Use appropriate sources to answer student-generated compelling and supporting questions about major conflicts in the early 20th century. <u>World Geography</u> Unit 5: Lesson 8 - History of Russia Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	Era8.3.W H.9.	Analyze ways in which the perspectives of people in the present shape the interpretations of the past using multiple sources and available data and technology. <u>World Geography</u> Unit 5: Lesson 8 - History of Russia Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	Era8.3.W H.10.	Construct explanations about early to mid-20th century events using multiple sources and available data and technology. <u>World Geography</u> Unit 5: Lesson 8 - History of Russia Unit 5: Quiz 3

STRAND / TOPIC **AR.SS.W H.** **World History**

CONTENT STANDARD	Era9.WH .	Era 9: Contemporary World Since 1945
PERFORMANCE EXPECTATION	Era9.4.WH.	Students will analyze the challenges and accomplishments of the contemporary world.
BENCHMARK / PROFICIENCY	Era9.4.WH.1.	Analyze the change and continuity in global power shifts after World War II:

DESCRIPTOR	Era9.4.W H.1.a.	Africa <u>World Geography</u> Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS Unit 10: Activity 4: Apartheid Unit 10: Activity 5: Changes in Borders Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa Unit 10: Lesson 8 - History of Sub-Saharan Africa Unit 10: Quiz 3

DESCRIPTOR	Era9.4.W H.1.b.	Americas <u>World Geography</u> Unit 3: Lesson 1 - Physical Geography Unit 3: Quiz 1

DESCRIPTOR	Era9.4.W H.1.c.	Asia <u>World Geography</u> Unit 6: Lesson 8 - History of East Asia

DESCRIPTOR	Era9.4.W H.1.d.	Europe <u>World Geography</u> Unit 4: Atlas Activity: Economics Unit 4: Lesson 5 - Economy of Europe Unit 4: Lesson 8 - European History Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 5 - Economy of Russia

DESCRIPTOR	Era9.4.W H.1.e.	Middle East <u>World Geography</u> Unit 9: Activity: Map of Israel Unit 9: Activity: Oil, Oil, Oil Unit 9: Lesson 2 - Water Resources Unit 9: Lesson 3 - Climate and Vegetation Unit 9: Lesson 4 - Natural Resources Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 6 - Human Impact Unit 9: Lesson 7 - Human Geography Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 9: Lesson 9 - Culture Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3

STRAND / TOPIC **AR.SS.W H.** **World History**

CONTENT STANDARD	Era9.WH .	Era 9: Contemporary World Since 1945
PERFORMANCE EXPECTATION	Era9.4.WH.	Students will analyze the challenges and accomplishments of the contemporary world.

BENCHMARK / PROFICIENCY Era9.4.W
H.2. Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence.

World Geography
Unit 2: Lesson 5 - Economies of the United States and Canada
Unit 2: Quiz 2
Unit 4: Atlas Activity: Economics
Unit 6: Lesson 5 - The Economy of East Asia
Unit 9: Activity: Oil, Oil, Oil

STRAND / TOPIC **AR.SS.W H.** **World History**

CONTENT STANDARD	Era9.WH .	Era 9: Contemporary World Since 1945
PERFORMANCE EXPECTATION	Era9.4.WH.	Students will analyze the challenges and accomplishments of the contemporary world.
BENCHMARK / PROFICIENCY	Era9.4.WH.3.	Analyze short- and long-term causes and effects of the following on humanity:

DESCRIPTOR Era9.4.W
H.3.a. Disease

World Geography
Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS
Unit 10: Quiz 3

DESCRIPTOR Era9.4.W
H.3.c. Genocide

World Geography
Unit 4: Lesson 7 - The European Population

STRAND / TOPIC **AR.SS.W H.** **World History**

CONTENT STANDARD	Era9.WH .	Era 9: Contemporary World Since 1945
PERFORMANCE EXPECTATION	Era9.4.WH.	Students will analyze the challenges and accomplishments of the contemporary world.

BENCHMARK / PROFICIENCY Era9.4.WH.4. Assess geographic, human, and economic costs of war using evidence from multiple sources and perspectives.

World Geography

Unit 4: Lesson 7 - The European Population

Unit 5: Lesson 8 - History of Russia

Unit 5: Quiz 3

BENCHMARK / PROFICIENCY Era9.4.WH.5. Assess the social, economic, political, and technological efforts to address economic imbalances and social inequalities among the world's peoples.

World Geography

Unit 3: Lesson 5 - Economy of Latin America

Unit 6: Lesson 5 - The Economy of East Asia

Unit 7: Lesson 5 - Economy of South Asia

Unit 10: Lesson 5 - Economy of Sub-Saharan Africa

BENCHMARK / PROFICIENCY Era9.4.WH.6. Construct explanations about the consequences of human-made and natural disasters as they affect global trade, politics, and human migration.

World Geography

Unit 4: Activity - Nuclear Power: Worth the Risk?

Unit 5: Lesson 6 - Human Impact

Grade: 9 - Adopted: 2010

STRAND / TOPIC **AR.RH.9- Reading Standards for Literacy in History/Social Studies 10.**

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE EXPECTATION RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

World Geography

Unit 2: Lesson 7 - Activity: Population Graph

Unit 2: Lesson 8 - History of the United States and Canada

Unit 5: Activity - Russian Culture

STRAND / TOPIC **AR.RH.9- Reading Standards for Literacy in History/Social Studies 10.**

CONTENT STANDARD		Craft and Structure

PERFORMANCE EXPECTATION RH.9-10.4. 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 Geography

Unit 1: Activity 1: The Water Cycle

Unit 1: Activity 2: Natural Disasters

Unit 1: Lesson 1 - Introduction to Geography

Unit 1: Lesson 2 - The Six Essentials of Geography

Unit 1: Lesson 3 - Earth

Unit 1: Lesson 4 - Structure of the Earth

Unit 1: Lesson 5 - Weathering and Erosion

Unit 1: Lesson 6 - The Earth's Hydrosphere

Unit 1: Lesson 7 - The Earth's Climates

Unit 1: Lesson 8 - Humans and Geography
Unit 1: Lesson 8 Activity
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Physical Geography
Unit 2: Lesson 2 - Water Sources
Unit 2: Lesson 3 - Climates and Vegetation
Unit 2: Lesson 4 - Natural Resources
Unit 2: Lesson 5 - Economies of the United States and Canada
Unit 2: Lesson 6 - Human Impact
Unit 2: Lesson 7 - Human and Cultural Geography
Unit 2: Lesson 8 - History of the United States and Canada
Unit 2: Lesson 9 - Culture
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Physical Geography
Unit 3: Lesson 2 - Water Resources
Unit 3: Lesson 3 - Activity : Physical Geography
Unit 3: Lesson 3 - Climate and Vegetation
Unit 3: Lesson 4 - Natural Resources
Unit 3: Lesson 5 - Economy of Latin America
Unit 3: Lesson 6 - Human Impact
Unit 3: Lesson 7 - Human Geography
Unit 3: Lesson 8 - History of Latin America
Unit 3: Lesson 9 - Latin American Culture
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity - Nuclear Power: Worth the Risk?
Unit 4: Atlas Activity: Economics
Unit 4: Lesson 1 - Physical Geography
Unit 4: Lesson 2 - Water Resources
Unit 4: Lesson 3 - Climate and Vegetation
Unit 4: Lesson 4 - Natural Resources
Unit 4: Lesson 5 - Economy of Europe
Unit 4: Lesson 6 - Human Impact
Unit 4: Lesson 7 - The European Population
Unit 4: Lesson 8 - European History
Unit 4: Lesson 9 - European Culture
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Cities of the Tundra
Unit 5: Lesson 1 - Physical Geography
Unit 5: Lesson 2 - Water Resources
Unit 5: Lesson 3 - Climate and Vegetation
Unit 5: Lesson 4 - Natural Resources
Unit 5: Lesson 5 - Economy of Russia
Unit 5: Lesson 6 - Human Impact
Unit 5: Lesson 7 - Human Geography
Unit 5: Lesson 8 - History of Russia
Unit 5: Lesson 9 - Russian Culture
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: Helping the Endangered Giant Panda
Unit 6: Lesson 1 - Physical Geography of East Asia
Unit 6: Lesson 2 - Water Resources
Unit 6: Lesson 3 - Climate and Vegetation
Unit 6: Lesson 4 - Activity : Atlas Work
Unit 6: Lesson 4 - Natural Resources
Unit 6: Lesson 5 - The Economy of East Asia
Unit 6: Lesson 6 - Human Impact
Unit 6: Lesson 7 - Human Geography
Unit 6: Lesson 8 - History of East Asia
Unit 6: Lesson 9 - East Asian Culture
Unit 6: Quiz 1

Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Activity 1: Current Events and Geography
 Unit 7: Activity 2: From Whither Do the Monsoons Come?
 Unit 7: Activity : Atlas Work
 Unit 7: Lesson 1 - Physical Geography
 Unit 7: Lesson 2 - Water Resources
 Unit 7: Lesson 3 - South Asia's Climates and Vegetation
 Unit 7: Lesson 4 - Natural Resources
 Unit 7: Lesson 5 - Economy of South Asia
 Unit 7: Lesson 6 - Human Impact
 Unit 7: Lesson 7 - Human Geography
 Unit 7: Lesson 8 - History of South Asia
 Unit 7: Lesson 9 - South Asian Culture
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8 : Activity 1: The Water Cycle
 Unit 8 : Activity 2: Antarctica
 Unit 8 : Lesson 1 - Australia and New Zealand
 Unit 8 : Lesson 2 - Australia and New Zealand: Natural Resources, Economy, Environment
 Unit 8 : Lesson 3 - Australia and New Zealand: Demographics, History, Culture
 Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources
 Unit 8 : Lesson 5 - Oceania: Economy, Environment, Demographics
 Unit 8 : Lesson 6 - Antarctica
 Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates
 Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
 Unit 8 : Lesson 9 - Southeast Asia: Demographics, History, Culture
 Unit 8 : Quiz 1
 Unit 8 : Quiz 2
 Unit 8 : Quiz 3
 Unit 9: Activity: Map of Israel
 Unit 9: Activity: Oil, Oil, Oil
 Unit 9: Lesson 1 - Physical Geography
 Unit 9: Lesson 2 - Water Resources
 Unit 9: Lesson 3 - Climate and Vegetation
 Unit 9: Lesson 4 - Natural Resources
 Unit 9: Lesson 5 - Economy of North Africa and the Middle East
 Unit 9: Lesson 6 - Human Impact
 Unit 9: Lesson 7 - Human Geography
 Unit 9: Lesson 8 - History of North Africa and the Middle East
 Unit 9: Lesson 9 - Culture
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Activity 1: Map Skills
 Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS
 Unit 10: Activity 3: Statistics
 Unit 10: Activity 4: Apartheid
 Unit 10: Activity 5: Changes in Borders
 Unit 10: Activity 6: African Immigration
 Unit 10: Lesson 1 - Physical Geography
 Unit 10: Lesson 2 - Water Resources
 Unit 10: Lesson 3 - Climate and Vegetation
 Unit 10: Lesson 4 - Natural Resources
 Unit 10: Lesson 5 - Economy of Sub-Saharan Africa
 Unit 10: Lesson 6 - Human Impact
 Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa
 Unit 10: Lesson 8 - History of Sub-Saharan Africa
 Unit 10: Lesson 9 - Culture
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

PERFORMANCE EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis <u>World Geography</u>

Unit 1: Activity 1: The Water Cycle
Unit 1: Activity 2: Natural Disasters
Unit 1: Lesson 1 - Introduction to Geography
Unit 1: Lesson 2 - The Six Essentials of Geography
Unit 1: Lesson 3 - Earth
Unit 1: Lesson 4 - Structure of the Earth
Unit 1: Lesson 5 - Weathering and Erosion
Unit 1: Lesson 6 - The Earth's Hydrosphere
Unit 1: Lesson 7 - The Earth's Climates
Unit 1: Lesson 8 - Humans and Geography
Unit 1: Lesson 8 Activity
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Physical Geography
Unit 2: Lesson 2 - Water Sources
Unit 2: Lesson 3 - Climates and Vegetation
Unit 2: Lesson 4 - Natural Resources
Unit 2: Lesson 5 - Economies of the United States and Canada
Unit 2: Lesson 6 - Human Impact
Unit 2: Lesson 7 - Activity: Population Graph
Unit 2: Lesson 7 - Human and Cultural Geography
Unit 2: Lesson 8 - History of the United States and Canada
Unit 2: Lesson 9 - Culture
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Physical Geography
Unit 3: Lesson 2 - Water Resources
Unit 3: Lesson 3 - Activity : Physical Geography
Unit 3: Lesson 3 - Climate and Vegetation
Unit 3: Lesson 4 - Natural Resources
Unit 3: Lesson 5 - Economy of Latin America
Unit 3: Lesson 6 - Human Impact
Unit 3: Lesson 7 - Human Geography
Unit 3: Lesson 8 - History of Latin America
Unit 3: Lesson 9 - Latin American Culture
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity - Nuclear Power: Worth the Risk?
Unit 4: Atlas Activity: Economics
Unit 4: Lesson 1 - Physical Geography
Unit 4: Lesson 2 - Water Resources
Unit 4: Lesson 3 - Climate and Vegetation
Unit 4: Lesson 4 - Natural Resources
Unit 4: Lesson 5 - Economy of Europe
Unit 4: Lesson 6 - Human Impact
Unit 4: Lesson 7 - The European Population
Unit 4: Lesson 8 - European History
Unit 4: Lesson 9 - European Culture
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity - Russian Culture
Unit 5: Activity: Cities of the Tundra
Unit 5: Lesson 1 - Physical Geography
Unit 5: Lesson 2 - Water Resources
Unit 5: Lesson 3 - Climate and Vegetation
Unit 5: Lesson 4 - Natural Resources
Unit 5: Lesson 5 - Economy of Russia
Unit 5: Lesson 6 - Human Impact
Unit 5: Lesson 7 - Human Geography
Unit 5: Lesson 8 - History of Russia
Unit 5: Lesson 9 - Russian Culture
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: Helping the Endangered Giant Panda

Unit 6: Lesson 1 - Physical Geography of East Asia
Unit 6: Lesson 2 - Water Resources
Unit 6: Lesson 3 - Climate and Vegetation
Unit 6: Lesson 4 - Activity : Atlas Work
Unit 6: Lesson 4 - Natural Resources
Unit 6: Lesson 5 - The Economy of East Asia
Unit 6: Lesson 6 - Human Impact
Unit 6: Lesson 7 - Human Geography
Unit 6: Lesson 8 - History of East Asia
Unit 6: Lesson 9 - East Asian Culture
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Activity 1: Current Events and Geography
Unit 7: Activity 2: From Whither Do the Monsoons Come?
Unit 7: Activity : Atlas Work
Unit 7: Lesson 1 - Physical Geography
Unit 7: Lesson 2 - Water Resources
Unit 7: Lesson 3 - South Asia's Climates and Vegetation
Unit 7: Lesson 4 - Natural Resources
Unit 7: Lesson 5 - Economy of South Asia
Unit 7: Lesson 6 - Human Impact
Unit 7: Lesson 7 - Human Geography
Unit 7: Lesson 8 - History of South Asia
Unit 7: Lesson 9 - South Asian Culture
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Activity 1: The Water Cycle
Unit 8 : Activity 2: Antarctica
Unit 8 : Lesson 1 - Australia and New Zealand
Unit 8 : Lesson 2 - Australia and New Zealand: Natural Resources, Economy, Environment
Unit 8 : Lesson 3 - Australia and New Zealand: Demographics, History, Culture
Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources
Unit 8 : Lesson 5 - Oceania: Economy, Environment, Demographics
Unit 8 : Lesson 6 - Antarctica
Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates
Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
Unit 8 : Lesson 9 - Southeast Asia: Demographics, History, Culture
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 9: Activity: Map of Israel
Unit 9: Activity: Oil, Oil, Oil
Unit 9: Lesson 1 - Physical Geography
Unit 9: Lesson 2 - Water Resources
Unit 9: Lesson 3 - Climate and Vegetation
Unit 9: Lesson 4 - Natural Resources
Unit 9: Lesson 5 - Economy of North Africa and the Middle East
Unit 9: Lesson 6 - Human Impact
Unit 9: Lesson 7 - Human Geography
Unit 9: Lesson 8 - History of North Africa and the Middle East
Unit 9: Lesson 9 - Culture
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity 1: Map Skills
Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS
Unit 10: Activity 3: Statistics
Unit 10: Activity 4: Apartheid
Unit 10: Activity 5: Changes in Borders
Unit 10: Activity 6: African Immigration
Unit 10: Lesson 1 - Physical Geography
Unit 10: Lesson 2 - Water Resources
Unit 10: Lesson 3 - Climate and Vegetation
Unit 10: Lesson 4 - Natural Resources
Unit 10: Lesson 5 - Economy of Sub-Saharan Africa
Unit 10: Lesson 6 - Human Impact

Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa
 Unit 10: Lesson 8 - History of Sub-Saharan Africa
 Unit 10: Lesson 9 - Culture
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

STRAND / TOPIC **AR.RH.9- Reading Standards for Literacy in History/Social Studies 10.**

CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. <u>World Geography</u> Unit 2: Lesson 7 - Activity: Population Graph Unit 2: Lesson 9 - Culture Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa

STRAND / TOPIC **AR.RH.9- Reading Standards for Literacy in History/Social Studies 10.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 1: Activity 2: Natural Disasters Unit 1: Lesson 1 - Introduction to Geography Unit 1: Lesson 2 - The Six Essentials of Geography Unit 1: Lesson 3 - Earth Unit 1: Lesson 4 - Structure of the Earth Unit 1: Lesson 5 - Weathering and Erosion Unit 1: Lesson 6 - The Earth's Hydrosphere Unit 1: Lesson 7 - The Earth's Climates Unit 1: Lesson 8 - Humans and Geography Unit 1: Lesson 8 Activity Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Physical Geography Unit 2: Lesson 2 - Water Sources Unit 2: Lesson 3 - Climates and Vegetation Unit 2: Lesson 4 - Natural Resources Unit 2: Lesson 5 - Economies of the United States and Canada Unit 2: Lesson 6 - Human Impact Unit 2: Lesson 7 - Activity: Population Graph Unit 2: Lesson 7 - Human and Cultural Geography Unit 2: Lesson 8 - History of the United States and Canada Unit 2: Lesson 9 - Culture Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 1 - Physical Geography Unit 3: Lesson 2 - Water Resources Unit 3: Lesson 3 - Activity : Physical Geography Unit 3: Lesson 3 - Climate and Vegetation Unit 3: Lesson 4 - Natural Resources Unit 3: Lesson 5 - Economy of Latin America Unit 3: Lesson 6 - Human Impact Unit 3: Lesson 7 - Human Geography Unit 3: Lesson 8 - History of Latin America

Unit 3: Lesson 9 - Latin American Culture
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity - Nuclear Power: Worth the Risk?
Unit 4: Atlas Activity: Economics
Unit 4: Lesson 1 - Physical Geography
Unit 4: Lesson 2 - Water Resources
Unit 4: Lesson 3 - Climate and Vegetation
Unit 4: Lesson 4 - Natural Resources
Unit 4: Lesson 5 - Economy of Europe
Unit 4: Lesson 6 - Human Impact
Unit 4: Lesson 7 - The European Population
Unit 4: Lesson 8 - European History
Unit 4: Lesson 9 - European Culture
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity - Russian Culture
Unit 5: Activity: Cities of the Tundra
Unit 5: Lesson 1 - Physical Geography
Unit 5: Lesson 2 - Water Resources
Unit 5: Lesson 3 - Climate and Vegetation
Unit 5: Lesson 4 - Natural Resources
Unit 5: Lesson 5 - Economy of Russia
Unit 5: Lesson 6 - Human Impact
Unit 5: Lesson 7 - Human Geography
Unit 5: Lesson 8 - History of Russia
Unit 5: Lesson 9 - Russian Culture
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: Helping the Endangered Giant Panda
Unit 6: Lesson 1 - Physical Geography of East Asia
Unit 6: Lesson 2 - Water Resources
Unit 6: Lesson 3 - Climate and Vegetation
Unit 6: Lesson 4 - Activity : Atlas Work
Unit 6: Lesson 4 - Natural Resources
Unit 6: Lesson 5 - The Economy of East Asia
Unit 6: Lesson 6 - Human Impact
Unit 6: Lesson 7 - Human Geography
Unit 6: Lesson 8 - History of East Asia
Unit 6: Lesson 9 - East Asian Culture
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Activity 1: Current Events and Geography
Unit 7: Activity 2: From Whither Do the Monsoons Come?
Unit 7: Activity : Atlas Work
Unit 7: Lesson 1 - Physical Geography
Unit 7: Lesson 2 - Water Resources
Unit 7: Lesson 3 - South Asia's Climates and Vegetation
Unit 7: Lesson 4 - Natural Resources
Unit 7: Lesson 5 - Economy of South Asia
Unit 7: Lesson 6 - Human Impact
Unit 7: Lesson 7 - Human Geography
Unit 7: Lesson 8 - History of South Asia
Unit 7: Lesson 9 - South Asian Culture
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Activity 1: The Water Cycle
Unit 8 : Activity 2: Antarctica
Unit 8 : Lesson 1 - Australia and New Zealand
Unit 8 : Lesson 2 - Australia and New Zealand: Natural Resources, Economy, Environment
Unit 8 : Lesson 3 - Australia and New Zealand: Demographics, History, Culture
Unit 8 : Lesson 4 - Oceania: Physical Geography, Water Resources, Climate, Natural Resources
Unit 8 : Lesson 5 - Oceania: Economy, Environment, Demographics
Unit 8 : Lesson 6 - Antarctica

Unit 8 : Lesson 7 - Southeast Asia: Physical Geography, Water Resources, Climates
Unit 8 : Lesson 8 - Southeast Asia: Natural Resources, Economy, Environment
Unit 8 : Lesson 9 - Southeast Asia: Demographics, History, Culture
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 9: Activity: Map of Israel
Unit 9: Activity: Oil, Oil, Oil
Unit 9: Lesson 1 - Physical Geography
Unit 9: Lesson 2 - Water Resources
Unit 9: Lesson 3 - Climate and Vegetation
Unit 9: Lesson 4 - Natural Resources
Unit 9: Lesson 5 - Economy of North Africa and the Middle East
Unit 9: Lesson 6 - Human Impact
Unit 9: Lesson 7 - Human Geography
Unit 9: Lesson 8 - History of North Africa and the Middle East
Unit 9: Lesson 9 - Culture
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity 1: Map Skills
Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS
Unit 10: Activity 3: Statistics
Unit 10: Activity 4: Apartheid
Unit 10: Activity 5: Changes in Borders
Unit 10: Activity 6: African Immigration
Unit 10: Lesson 1 - Physical Geography
Unit 10: Lesson 2 - Water Resources
Unit 10: Lesson 3 - Climate and Vegetation
Unit 10: Lesson 4 - Natural Resources
Unit 10: Lesson 5 - Economy of Sub-Saharan Africa
Unit 10: Lesson 6 - Human Impact
Unit 10: Lesson 7 - Human Geography of Sub-Saharan Africa
Unit 10: Lesson 8 - History of Sub-Saharan Africa
Unit 10: Lesson 9 - Culture
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

World Geography

Unit 1: Activity 1: The Water Cycle
Unit 9: Lesson 5 - Economy of North Africa and the Middle East
Unit 9: Lesson 8 - History of North Africa and the Middle East
Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

BENCHMARK / PROFICIENCY	WHST.9- 10.1(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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

BENCHMARK / PROFICIENCY	WHST.9- 10.1(e)	Provide a concluding statement or section that follows from or supports the argument presented. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

**STRAND /
TOPIC** **AR.WHST Writing Standards for Literacy in History/Social Studies
.9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

BENCHMARK / PROFICIENCY	WHST.9-10.2(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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS
BENCHMARK / PROFICIENCY	WHST.9-10.2(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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS
BENCHMARK / PROFICIENCY	WHST.9-10.2(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). <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.9-10.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .9-10.**

CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

PERFORMANCE E EXPECTATION	WHST.9-10.5.	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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .9-10.**

CONTENT STANDARD		Research to Build and Present Knowledge

PERFORMANCE E EXPECTATION	WHST.9-10.7.	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. <u>World Geography</u> Unit 7: Activity 1: Current Events and Geography Unit 8 : Activity 1: The Water Cycle Unit 9: Activity: Oil, Oil, Oil Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 1: Map Skills Unit 10: Activity 5: Changes in Borders

PERFORMANCE E EXPECTATION	WHST.9-10.8.	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. <u>World Geography</u> Unit 7: Activity 1: Current Events and Geography Unit 8 : Activity 1: The Water Cycle Unit 9: Activity: Oil, Oil, Oil Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 1: Map Skills Unit 10: Activity 5: Changes in Borders

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .9-10.**

CONTENT STANDARD		Range of Writing

PERFORMANCE E EXPECTATION	WHST.9-10.10.	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. <u>World Geography</u> Unit 1: Activity 1: The Water Cycle Unit 9: Lesson 5 - Economy of North Africa and the Middle East Unit 9: Lesson 8 - History of North Africa and the Middle East Unit 10: Activity 2: Science and Technology - Combating the Spread of HIV/AIDS

Main Criteria: Arkansas Standards
Secondary Criteria: Kindergarten Math
Subject: Mathematics
Grade: K
Correlation Options: Show Correlated

Arkansas Standards
Mathematics
Grade: K - Adopted: **2023**

STRAND / TOPIC **Kindergarten Math Standards**

CONTENT STANDARD	K.NPV.	Number & Place Value
PERFORMANCE EXPECTATION		Counting & Number Foundations - Students know the number names and count sequence while exploring the relationships between numbers.

BENCHMARK / PROFICIENCY K.NPV.1. Count to 100 by ones and tens; count forward by ones from any given number up to 100.

Kindergarten Math

Unit 2 - Numbers 11 to 20: Counting Mat: Trace the numbers 11 and 12 (Printable for Lesson 1)
Unit 2 - Numbers 11 to 20: Counting Mat: Trace the numbers 13 and 14 (Printable for Lesson 2)
Unit 2 - Numbers 11 to 20: Counting Mat: Trace the numbers 15 and 16 (Printable for Lesson 3)
Unit 2 - Numbers 11 to 20: Counting Mat: Trace the numbers 17 and 18 (Printable for Lesson 4)
Unit 2 - Numbers 11 to 20: Counting Mat: Trace the numbers 19 and 20 (Printable for Lesson 5)
Unit 2 - Numbers 11 to 20: Lesson 1: How do we show numbers 11 and 12?
Unit 2 - Numbers 11 to 20: Lesson 2: How do we show numbers 13 and 14?
Unit 2 - Numbers 11 to 20: Lesson 3: How do we show numbers 15 and 16?
Unit 2 - Numbers 11 to 20: Lesson 4: How do we show numbers 17 and 18?
Unit 2 - Numbers 11 to 20: Lesson 5: How do we show numbers 19 and 20?
Unit 2 - Numbers 11 to 20: Lesson 6: How do we count backward?
Unit 2 - Numbers 11 to 20: Lesson 8: How do we show larger numbers on a ten frame?
Unit 3 - Two-Dimensional Shapes: Lesson 5: What is a circle?
Unit 3 - Two-Dimensional Shapes: Traceable: Circles (Printable)
Unit 4 - Three-Dimensional Shapes: Lesson 1: How do I count to 30?
Unit 4 - Three-Dimensional Shapes: Lesson 2: What are three-dimensional shapes?
Unit 4 - Three-Dimensional Shapes: Lesson 3: What is a cube?
Unit 5 - Comparing Numbers: Lesson 1: How do I count to 50?
Unit 5 - Comparing Numbers: Lesson 2: How do I skip count by 10s?
Unit 5 - Comparing Numbers: Lesson 4: What does equal to mean?
Unit 5 - Comparing Numbers: Lesson 7: What is one more and one less?
Unit 5 - Comparing Numbers: Lesson 9: How do I make equal groups?
Unit 7 - Subtraction: Activity: Hundreds Chart (Printable)
Unit 7 - Subtraction: Activity: Space Count (Printable)
Unit 7 - Subtraction: Lesson 9: How do I count to 70?
Unit 9 - Data and Graphing: Activity: Graphing Colorful Cereal (Printable)
Unit 9 - Data and Graphing: Activity: Hundreds Chart (Printable)
Unit 9 - Data and Graphing: Lesson 7: How do I count to 100?
Unit 9 - Data and Graphing: Lesson 8: How do I count to 100 from any number?
Unit 10 - Financial Literacy: Activity 2: Count to 100 (Printable)

BENCHMARK / PROFICIENCY	K.NPV.2.	Count a set of objects up to 20 using one-to-one correspondence, demonstrating that the last number stated indicates the number of objects in the set regardless of the arrangement. <u>Kindergarten Math</u> Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 1 and 2 (Printable for Lesson 2) Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 3 and 4 (Printable for Lesson 3) Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 5 and 6 (Printable for Lesson 4) Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 7 and 8 (Printable for Lesson 5) Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 9 and 10 (Printable for Lesson 6) Unit 1 - Numbers 0 to 10: Lesson 1: How do we use numbers? Unit 1 - Numbers 0 to 10: Lesson 2: How do we show 1 and 2? Unit 1 - Numbers 0 to 10: Lesson 3: How do we show 3 and 4? Unit 1 - Numbers 0 to 10: Lesson 4: How do we show 5 and 6? Unit 1 - Numbers 0 to 10: Lesson 5: How do we show 7 and 8? Unit 1 - Numbers 0 to 10: Lesson 6: How do we show 9 and 10? Unit 1 - Numbers 0 to 10: Lesson 7: How do we show 0? Unit 1 - Numbers 0 to 10: Lesson 8: How do you count to 10? Unit 1 - Numbers 0 to 10: Lesson 9: How many do you see? Unit 2 - Numbers 11 to 20: Lesson 1: How do we show numbers 11 and 12? Unit 2 - Numbers 11 to 20: Lesson 2: How do we show numbers 13 and 14? Unit 2 - Numbers 11 to 20: Lesson 3: How do we show numbers 15 and 16? Unit 2 - Numbers 11 to 20: Lesson 4: How do we show numbers 17 and 18? Unit 2 - Numbers 11 to 20: Lesson 5: How do we show numbers 19 and 20? Unit 2 - Numbers 11 to 20: Lesson 7: What is a ten frame? Unit 3 - Two-Dimensional Shapes: Lesson 1: What are two-dimensional shapes? Unit 3 - Two-Dimensional Shapes: Lesson 3: What is a square? Unit 3 - Two-Dimensional Shapes: Lesson 6: How can you sort two-dimensional shapes? Unit 3 - Two-Dimensional Shapes: Traceable: Rectangles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Squares (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Triangles (Printable) Unit 4 - Three-Dimensional Shapes: Lesson 1: How do I count to 30? Unit 5 - Comparing Numbers: Activity: Greater than, Less than, or Equal to Unit 5 - Comparing Numbers: Lesson 5: What is more? Unit 5 - Comparing Numbers: Lesson 6: What is fewer? Unit 5 - Comparing Numbers: Lesson 8: What is less than and greater than? Unit 6 - Addition: Lesson 1: How many in all? Unit 6 - Addition: Lesson 2: How do I put numbers together? Unit 6 - Addition: Lesson 3: What is a number bond? Unit 6 - Addition: Lesson 4: How do I use 0? Unit 6 - Addition: Lesson 7: How do I add by counting forward? Unit 7 - Subtraction: Lesson 2: What is taken away and left over? Unit 7 - Subtraction: Lesson 3: What is subtraction? Unit 7 - Subtraction: Lesson 4: What are different ways to subtract? Unit 8 - Measurement: Activity: Measurement (Printable) Unit 8 - Measurement: Activity: Measuring Height (Printable) Unit 8 - Measurement: Activity: Measuring Length (Printable) Unit 8 - Measurement: Lesson 2: How do I measure length? Unit 8 - Measurement: Lesson 3: How do I measure height? Unit 8 - Measurement: Lesson 9: How do I compare objects? Unit 9 - Data and Graphing: Activity: Graph the Data (Printable) Unit 9 - Data and Graphing: Lesson 1: What is data? Unit 9 - Data and Graphing: Lesson 2: What is a chart? Unit 9 - Data and Graphing: Lesson 4 - How do I find data in a picture graph?
BENCHMARK / PROFICIENCY	K.NPV.4.	Identify quickly a number of items in a set from 0 to 10 without counting. <u>Kindergarten Math</u> Unit 1 - Numbers 0 to 10: Lesson 9: How many do you see?
STRAND / TOPIC		Kindergarten Math Standards
CONTENT STANDARD	K.NPV.	Number & Place Value

PERFORMANCE EXPECTATION		Place Value - Students understand the base ten place value system.

BENCHMARK / PROFICIENCY K.NPV.5. Read, write, and represent whole numbers from 0 to 20.

Kindergarten Math

Unit 1 - Numbers 0 to 10: Counting Mat: Trace the number 0 (Printable for Lesson 7)
Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 1 and 2 (Printable for Lesson 2)
Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 3 and 4 (Printable for Lesson 3)
Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 5 and 6 (Printable for Lesson 4)
Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 7 and 8 (Printable for Lesson 5)
Unit 1 - Numbers 0 to 10: Counting Mat: Trace the numbers 9 and 10 (Printable for Lesson 6)
Unit 1 - Numbers 0 to 10: Lesson 2: How do we show 1 and 2?
Unit 1 - Numbers 0 to 10: Lesson 3: How do we show 3 and 4?
Unit 1 - Numbers 0 to 10: Lesson 4: How do we show 5 and 6?
Unit 1 - Numbers 0 to 10: Lesson 5: How do we show 7 and 8?
Unit 1 - Numbers 0 to 10: Lesson 6: How do we show 9 and 10?
Unit 1 - Numbers 0 to 10: Lesson 8: How do you count to 10?
Unit 1 - Numbers 0 to 10: Lesson 9: How many do you see?
Unit 1 - Numbers 0 to 10: Traceable: Tracing Practice (Printable)
Unit 2 - Numbers 11 to 20: Lesson 1: How do we show numbers 11 and 12?
Unit 2 - Numbers 11 to 20: Lesson 2: How do we show numbers 13 and 14?
Unit 2 - Numbers 11 to 20: Lesson 3: How do we show numbers 15 and 16?
Unit 2 - Numbers 11 to 20: Lesson 4: How do we show numbers 17 and 18?
Unit 2 - Numbers 11 to 20: Lesson 5: How do we show numbers 19 and 20?
Unit 2 - Numbers 11 to 20: Lesson 7: What is a ten frame?
Unit 3 - Two-Dimensional Shapes: Lesson 1: What are two-dimensional shapes?
Unit 5 - Comparing Numbers: Activity: Greater than, Less than, or Equal to
Unit 5 - Comparing Numbers: Lesson 4: What does equal to mean?

BENCHMARK / PROFICIENCY K.NPV.6. Show equivalent forms of whole numbers up to 20 as groups of tens and ones, using manipulatives and drawings.

Kindergarten Math

Unit 5 - Comparing Numbers: Lesson 3: How do I use tens and ones to count?
Unit 6 - Addition: Activity: Flower Petals Addition (Printable)
Unit 6 - Addition: Lesson 3: What is a number bond?
Unit 6 - Addition: Lesson 4: How do I use 0?
Unit 6 - Addition: Lesson 6: How do I add using a number bond?
Unit 6 - Addition: Lesson 8: How do I solve addition word stories?
Unit 7 - Subtraction: Lesson 1: How do I break apart numbers?
Unit 7 - Subtraction: Lesson 9: How do I count to 70?
Unit 9 - Data and Graphing: Lesson 7: How do I count to 100?

STRAND / TOPIC

Kindergarten Math Standards

CONTENT STANDARD	K.NPV.	Number & Place Value
PERFORMANCE EXPECTATION		Comparison - Students use place value understanding to compare numbers.

BENCHMARK / PROFICIENCY	K.NPV.7.	Use matching and counting strategies to compare the number of objects in one group to the number of objects in another group (0 to 10) using the terms greater than, less than, or equal.
		<u>Kindergarten Math</u> Unit 5 - Comparing Numbers: Activity: Greater than, Less than, or Equal to Unit 5 - Comparing Numbers: Lesson 4: What does equal to mean? Unit 5 - Comparing Numbers: Lesson 5: What is more? Unit 5 - Comparing Numbers: Lesson 6: What is fewer? Unit 5 - Comparing Numbers: Lesson 7: What is one more and one less? Unit 5 - Comparing Numbers: Lesson 8: What is less than and greater than? Unit 5 - Comparing Numbers: Lesson 9: How do I make equal groups?

BENCHMARK / PROFICIENCY	K.NPV.8.	Compare two whole numbers, using the terms greater than, less than, or equal.
		<u>Kindergarten Math</u> Unit 5 - Comparing Numbers: Activity: Greater than, Less than, or Equal to Unit 5 - Comparing Numbers: Lesson 8: What is less than and greater than?

**STRAND /
TOPIC**

Kindergarten Math Standards

CONTENT STANDARD	K.CAR.	Computation & Algebraic Reasoning
PERFORMANCE EXPECTATION		Operations & Properties - Students perform operations using place value understanding and properties of operations.

BENCHMARK / PROFICIENCY	K.CAR.1.	Use objects, fingers, mental images, drawings, sounds, acting out situations, or verbal explanations to represent addition and subtraction from 0 to 10.
		<u>Kindergarten Math</u> Unit 6 - Addition: Activity: Flower Petals Addition (Printable) Unit 6 - Addition: Activity: Ladybug Addition (Printable) Unit 6 - Addition: Lesson 1: How many in all? Unit 6 - Addition: Lesson 2: How do I put numbers together? Unit 6 - Addition: Lesson 3: What is a number bond? Unit 6 - Addition: Lesson 4: How do I use 0? Unit 6 - Addition: Lesson 6: How do I add using a number bond? Unit 6 - Addition: Lesson 7: How do I add by counting forward? Unit 6 - Addition: Lesson 8: How do I solve addition word stories? Unit 6 - Addition: Lesson 9: How do I use math flash cards? Unit 6 - Addition: Space Sums Drill and Practice: Addition (Interactive) Unit 7 - Subtraction: Lesson 1: How do I break apart numbers? Unit 7 - Subtraction: Lesson 2: What is taken away and left over? Unit 7 - Subtraction: Lesson 3: What is subtraction? Unit 7 - Subtraction: Lesson 4: What are different ways to subtract? Unit 7 - Subtraction: Lesson 5: What is a subtraction sentence? Unit 7 - Subtraction: Lesson 6: How can I use a ten frame? Unit 7 - Subtraction: Lesson 7: How can I count backward to subtract? Unit 7 - Subtraction: Lesson 8: How do I solve subtraction word stories?

BENCHMARK / PROFICIENCY	K.CAR.2. Use objects or drawings to decompose numbers less than or equal to 10 into pairs in more than one way, recording each decomposition. <u>Kindergarten Math</u> Unit 5 - Comparing Numbers: Lesson 3: How do I use tens and ones to count? Unit 6 - Addition: Activity: Flower Petals Addition (Printable) Unit 6 - Addition: Lesson 3: What is a number bond? Unit 6 - Addition: Lesson 4: How do I use 0? Unit 6 - Addition: Lesson 6: How do I add using a number bond? Unit 6 - Addition: Lesson 8: How do I solve addition word stories? Unit 7 - Subtraction: Lesson 1: How do I break apart numbers? Unit 7 - Subtraction: Lesson 9: How do I count to 70? Unit 9 - Data and Graphing: Lesson 7: How do I count to 100?
BENCHMARK / PROFICIENCY	K.CAR.3. Use a drawing or equation to find the number that makes 10 when added to a given number. <u>Kindergarten Math</u> Unit 1 - Numbers 0 to 10: Lesson 1: How do we use numbers? Unit 1 - Numbers 0 to 10: Lesson 7: How do we show 0? Unit 2 - Numbers 11 to 20: Lesson 7: What is a ten frame? Unit 2 - Numbers 11 to 20: Lesson 8: How do we show larger numbers on a ten frame? Unit 5 - Comparing Numbers: Lesson 3: How do I use tens and ones to count? Unit 5 - Comparing Numbers: Lesson 5: What is more? Unit 5 - Comparing Numbers: Lesson 6: What is fewer? Unit 5 - Comparing Numbers: Lesson 7: What is one more and one less? Unit 5 - Comparing Numbers: Lesson 8: What is less than and greater than? Unit 6 - Addition: Activity: Flower Petals Addition (Printable) Unit 6 - Addition: Lesson 2: How do I put numbers together? Unit 6 - Addition: Lesson 3: What is a number bond? Unit 6 - Addition: Lesson 4: How do I use 0? Unit 6 - Addition: Lesson 6: How do I add using a number bond? Unit 6 - Addition: Lesson 8: How do I solve addition word stories? Unit 7 - Subtraction: Activity: Space Count (Printable) Unit 7 - Subtraction: Lesson 1: How do I break apart numbers? Unit 7 - Subtraction: Lesson 6: How can I use a ten frame? Unit 7 - Subtraction: Lesson 8: How do I solve subtraction word stories? Unit 7 - Subtraction: Lesson 9: How do I count to 70? Unit 9 - Data and Graphing: Lesson 7: How do I count to 100? Unit 9 - Data and Graphing: Lesson 8: How do I count to 100 from any number?

BENCHMARK / PROFICIENCY K.CAR.4. Use manipulatives and various strategies to fluently add and subtract within 10.

Kindergarten Math

Unit 3 - Two-Dimensional Shapes: Lesson 7: What two-dimensional shapes can you make?
 Unit 6 - Addition: Activity: Flower Petals Addition (Printable)
 Unit 6 - Addition: Activity: Ladybug Addition (Printable)
 Unit 6 - Addition: Lesson 1: How many in all?
 Unit 6 - Addition: Lesson 2: How do I put numbers together?
 Unit 6 - Addition: Lesson 3: What is a number bond?
 Unit 6 - Addition: Lesson 5: How do I add numbers?
 Unit 6 - Addition: Lesson 6: How do I add using a number bond?
 Unit 6 - Addition: Lesson 7: How do I add by counting forward?
 Unit 6 - Addition: Lesson 8: How do I solve addition word stories?
 Unit 6 - Addition: Lesson 9: How do I use math flash cards?
 Unit 6 - Addition: Space Sums Drill and Practice: Addition (Interactive)
 Unit 7 - Subtraction: Lesson 1: How do I break apart numbers?
 Unit 7 - Subtraction: Lesson 2: What is taken away and left over?
 Unit 7 - Subtraction: Lesson 3: What is subtraction?
 Unit 7 - Subtraction: Lesson 4: What are different ways to subtract?
 Unit 7 - Subtraction: Lesson 5: What is a subtraction sentence?
 Unit 7 - Subtraction: Lesson 6: How can I use a ten frame?
 Unit 7 - Subtraction: Lesson 7: How can I count backward to subtract?
 Unit 7 - Subtraction: Lesson 8: How do I solve subtraction word stories?
 Unit 7 - Subtraction: Math Drill: Addition
 Unit 8 - Measurement: DRILL: Addition
 Unit 9 - Data and Graphing: DRILL: Addition
 Unit 10 - Financial Literacy: DRILL: Addition

STRAND / TOPIC

Kindergarten Math Standards

CONTENT STANDARD	K.CAR.	Computation & Algebraic Reasoning
PERFORMANCE EXPECTATION		Problem Solving - Students to solve real-world problems.

BENCHMARK / PROFICIENCY K.CAR.5. Solve real-world problems involving addition and subtraction within 10, using objects, drawings, or equations to represent the problem.

Kindergarten Math

Unit 6 - Addition: Lesson 8: How do I solve addition word stories?
 Unit 7 - Subtraction: Lesson 8: How do I solve subtraction word stories?

STRAND / TOPIC

Kindergarten Math Standards

CONTENT STANDARD	K.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Shapes - Students analyze attributes of shapes to develop generalizations about their properties.

BENCHMARK / PROFICIENCY K.GM.1. Describe the positions of objects and geometric shapes in the environment. Terms include: inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of

Kindergarten Math

Unit 4 - Three-Dimensional Shapes: Lesson 8: How do you name a location?

BENCHMARK / PROFICIENCY	K.GM.2.	Name shapes correctly regardless of their orientation or overall size. Shapes include: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres <u>Kindergarten Math</u> Unit 3 - Two-Dimensional Shapes: Lesson 1: What are two-dimensional shapes? Unit 3 - Two-Dimensional Shapes: Lesson 2: What is a rectangle? Unit 3 - Two-Dimensional Shapes: Lesson 3: What is a square? Unit 3 - Two-Dimensional Shapes: Lesson 4: What is a triangle? Unit 3 - Two-Dimensional Shapes: Lesson 5: What is a circle? Unit 3 - Two-Dimensional Shapes: Lesson 6: How can you sort two-dimensional shapes? Unit 3 - Two-Dimensional Shapes: Traceable: Circles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Rectangles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Squares (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Triangles (Printable) Unit 4 - Three-Dimensional Shapes: Activity: Build a Solid (Printable) Unit 4 - Three-Dimensional Shapes: Lesson 2: What are three-dimensional shapes? Unit 4 - Three-Dimensional Shapes: Lesson 3: What is a cube? Unit 4 - Three-Dimensional Shapes: Lesson 4: What is a cylinder? Unit 4 - Three-Dimensional Shapes: Lesson 5: What is a cone? Unit 4 - Three-Dimensional Shapes: Lesson 6: What is a sphere? Unit 4 - Three-Dimensional Shapes: Lesson 7: How can you sort solids?
BENCHMARK / PROFICIENCY	K.GM.3.	Identify two-dimensional attributes of three-dimensional objects. <u>Kindergarten Math</u> Unit 4 - Three-Dimensional Shapes: Activity: Build a Solid (Printable) Unit 4 - Three-Dimensional Shapes: Lesson 2: What are three-dimensional shapes? Unit 4 - Three-Dimensional Shapes: Lesson 3: What is a cube? Unit 4 - Three-Dimensional Shapes: Lesson 4: What is a cylinder? Unit 4 - Three-Dimensional Shapes: Lesson 5: What is a cone? Unit 4 - Three-Dimensional Shapes: Lesson 6: What is a sphere? Unit 4 - Three-Dimensional Shapes: Lesson 7: How can you sort solids?
BENCHMARK / PROFICIENCY	K.GM.4.	Analyze and sort a variety of two and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes. <u>Kindergarten Math</u> Unit 3 - Two-Dimensional Shapes: Lesson 1: What are two-dimensional shapes? Unit 3 - Two-Dimensional Shapes: Lesson 2: What is a rectangle? Unit 3 - Two-Dimensional Shapes: Lesson 3: What is a square? Unit 3 - Two-Dimensional Shapes: Lesson 4: What is a triangle? Unit 3 - Two-Dimensional Shapes: Lesson 5: What is a circle? Unit 3 - Two-Dimensional Shapes: Lesson 6: How can you sort two-dimensional shapes? Unit 3 - Two-Dimensional Shapes: Traceable: Circles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Rectangles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Squares (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Triangles (Printable) Unit 4 - Three-Dimensional Shapes: Activity: Build a Solid (Printable) Unit 4 - Three-Dimensional Shapes: Lesson 2: What are three-dimensional shapes? Unit 4 - Three-Dimensional Shapes: Lesson 3: What is a cube? Unit 4 - Three-Dimensional Shapes: Lesson 4: What is a cylinder? Unit 4 - Three-Dimensional Shapes: Lesson 5: What is a cone? Unit 4 - Three-Dimensional Shapes: Lesson 6: What is a sphere? Unit 4 - Three-Dimensional Shapes: Lesson 7: How can you sort solids?
BENCHMARK / PROFICIENCY	K.GM.5.	Compose and draw shapes found in the world using objects (e.g., straws, toothpicks, clay balls). <u>Kindergarten Math</u> Unit 3 - Two-Dimensional Shapes: Traceable: Circles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Rectangles (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Squares (Printable) Unit 3 - Two-Dimensional Shapes: Traceable: Triangles (Printable)

**STRAND /
TOPIC****Kindergarten Math Standards**

CONTENT STANDARD	K.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Measurement Concepts - Students develop understanding of measurement terms and concepts.

BENCHMARK /
PROFICIENCY

K.GM.6.

Make direct comparisons of the length, capacity, weight, and temperature of objects, recognizing which object is shorter/longer, lighter/heavier, warmer/cooler, or holds more.

Kindergarten Math

Unit 8 - Measurement: Lesson 4: How do I compare length and height?

Unit 8 - Measurement: Lesson 5: What is weight?

Unit 8 - Measurement: Lesson 6: How do I compare weight?

Unit 8 - Measurement: Lesson 7: What is capacity?

Unit 8 - Measurement: Lesson 8: How do I compare capacity?

Unit 8 - Measurement: Lesson 9: How do I compare objects?

**STRAND /
TOPIC****Kindergarten Math Standards**

CONTENT STANDARD	K.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Time & Money - Students explore time and money values and concepts.

BENCHMARK /
PROFICIENCY

K.GM.8.

Identify pennies and dimes by name and value.

Kindergarten Math

Unit 10 - Financial Literacy: Activity 1: Coin Sorting (Printable)

Unit 10 - Financial Literacy: Activity 2: Count to 100 (Printable)

Unit 10 - Financial Literacy: Lesson 2: What is a penny?

Unit 10 - Financial Literacy: Lesson 3: What is a nickel?

Unit 10 - Financial Literacy: Lesson 4: What is a dime?

Unit 10 - Financial Literacy: Lesson 5: What is a quarter?

**STRAND /
TOPIC****Kindergarten Math Standards**

CONTENT STANDARD	K.DA.	Data Analysis
PERFORMANCE EXPECTATION		Charts, Graphs, & Tables - Students organize and analyze data.

BENCHMARK /
PROFICIENCY

K.DA.1.

Collect, sort, and organize data into two or three categories, using real-object graphs and picture graphs.

Kindergarten Math

Unit 2 - Numbers 11 to 20: Lesson 9: How do I sort and match?

Unit 9 - Data and Graphing: Activity: Graph the Data (Printable)

Unit 9 - Data and Graphing: Activity: Graphing Colorful Cereal (Printable)

Unit 9 - Data and Graphing: Lesson 1: What is data?

Unit 9 - Data and Graphing: Lesson 2: What is a chart?

Unit 9 - Data and Graphing: Lesson 5: How do I make a picture graph?

Main Criteria: Arkansas Standards
Secondary Criteria: Kindergarten Science
Subject: Science
Grade: K
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: K - Adopted: 2016

STRAND / TOPIC **AR.SC.1. Forces and Interactions: Pushes and Pulls**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	K-PS2-1.	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. <u>Kindergarten Science</u> Unit 9 - Force and Motion: Lab 1: Make It Move (Printable) Unit 9 - Force and Motion: Lesson 2 - What is motion? Unit 9 - Force and Motion: Lesson 3 - What are patterns of motion? Unit 9 - Force and Motion: Lesson 4 - What is fast and slow?
PERFORMANCE EXPECTATION	K-PS2-2.	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. <u>Kindergarten Science</u> Unit 9 - Force and Motion: Lesson 4 - What is fast and slow?

STRAND / TOPIC **AR.SC.2. Weather and Climate**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	K-PS3-1.	Make observations to determine the effect of sunlight on Earth's surface. <u>Kindergarten Science</u> Unit 7 - Objects in the Sky: Lesson 2 - What are the sun and stars? Unit 10 - Energy: Lab 1: Light Energy (Printable) Unit 10 - Energy: Lesson 2 - What is light energy? Unit 10 - Energy: Lesson 3 - What is heat energy?
PERFORMANCE EXPECTATION	K-PS3-2.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <u>Kindergarten Science</u> Unit 10 - Energy: Lab 1: Light Energy (Printable)
PERFORMANCE EXPECTATION	K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time. <u>Kindergarten Science</u> Unit 8 - Weather: Journal Entry - Seasons (Printable) Unit 8 - Weather: Journal Entry - Weather (Printable) Unit 8 - Weather: Lab 2: Thermometer (Printable) Unit 8 - Weather: Lab 3: Weather Report (Printable) Unit 8 - Weather: Lesson 1 - What is weather? Unit 8 - Weather: Lesson 2 - What are clouds? Unit 8 - Weather: Lesson 3 - What are the types of weather? Unit 8 - Weather: Lesson 5 - What are seasons? Unit 8 - Weather: Lesson 6 - What are the four seasons?

PERFORMANCE E EXPECTATION	K-ESS3-2.	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. <u>Kindergarten Science</u> Unit 8 - Weather: Lab 3: Weather Report (Printable)

STRAND / TOPIC **AR.SC.3. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE E EXPECTATION	K-LS1-1.	Use observations to describe patterns of what plants and animals (including humans) need to survive. <u>Kindergarten Science</u> Unit 2 - Animals: Lab 3: Build an Aquarium (Printable) Unit 2 - Animals: Lesson 3 - What do animals need to live? Unit 3 - Plants: Lab 4: Build a Terrarium (Printable) Unit 3 - Plants: Lesson 1 - What is a plant? Unit 3 - Plants: Lesson 4 - What do plants need to live?

PERFORMANCE E EXPECTATION	K-ESS3-1.	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <u>Kindergarten Science</u> Unit 2 - Animals: Lab 3: Build an Aquarium (Printable) Unit 2 - Animals: Lesson 3 - What do animals need to live? Unit 3 - Plants: Lab 4: Build a Terrarium (Printable) Unit 3 - Plants: Lesson 1 - What is a plant? Unit 3 - Plants: Lesson 4 - What do plants need to live?

PERFORMANCE E EXPECTATION	K-ESS3-3.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <u>Kindergarten Science</u> Unit 1 - Being a Scientist Lab 1: Litter around your school (Printable) Unit 1 - Being a Scientist Lab 2: Trash or recycle? (Printable) Unit 1 - Being a Scientist Lesson 6 - Why recycle? Unit 6 - Water: Journal Entry - Water Use (Printable) Unit 6 - Water: Lesson 5 - How can we save water?

Main Criteria: Arkansas Standards
Secondary Criteria: Chemistry (2nd Edition)
Subject: Science
Grade: 10
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: **10** - Adopted: **2016**

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD		Biodiversity and Population Dynamics
PERFORMANCE EXPECTATION	BI3-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD		Life and Earth's Systems
PERFORMANCE EXPECTATION	BI-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Chemistry (2nd Edition)</u> Unit 1: Lesson 2 - Scientific Understanding Unit 1: Quiz 1
PERFORMANCE EXPECTATION	BI6-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD		Human Impacts on Earth's Systems
PERFORMANCE EXPECTATION	BI7-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Chemistry (2nd Edition)</u> Unit 1: Lesson 1 - History of Chemistry Unit 1: Quiz 1

STRAND / TOPIC **AR.CI.** **Chemistry – Integrated**

CONTENT STANDARD		Matter and Chemical Reactions

PERFORMANCE E EXPECTATION	CI-PS1-1.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. <u>Chemistry (2nd Edition)</u> Unit 3: Activity: Periodic Table Timeline Unit 3: Activity: Which family do I belong to? Unit 3: Companion Material: Periodic Table of Elements Unit 3: Lesson 1 - Origins of the Periodic Table Unit 3: Lesson 2 - The Modern Periodic Table Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity: Bond Predictions Unit 4: Companion Material: Periodic Table of Elements Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Quiz 1 Unit 5: Companion Material: Periodic Table of Elements Unit 6: Companion Material: Periodic Table of Elements Unit 7: Companion Material: Periodic Table of Elements Unit 8: Companion Material: Periodic Table of Elements Unit 9: Companion Material: Periodic Table of Elements Unit 10: Companion Material: Periodic Table of Elements
PERFORMANCE E EXPECTATION	CI-PS1-2.	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. <u>Chemistry (2nd Edition)</u> Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 4 - Synthesis and Decomposition Reactions Unit 5: Lesson 5 - Single Replacement Reactions Unit 5: Lesson 6 - Double Replacement Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water

PERFORMANCE E EXPECTATION	CI-PS1-3.	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 1 - All about Matter Unit 2: Quiz 1 Unit 2: Video Lab: Chemical Changes Unit 4: Lab: Ionic or Covalent Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Lesson 2 - Bonds Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Lesson 4 - Ionic Compounds Unit 4: Lesson 5 - Covalent Compounds Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Video Lab: Intermolecular Forces Unit 8: Lesson 1 - Water: The Universal Solvent
PERFORMANCE E EXPECTATION	CI-PS1-6.	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. <u>Chemistry (2nd Edition)</u> Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Quiz 1
PERFORMANCE E EXPECTATION	CI-PS1-7.	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. <u>Chemistry (2nd Edition)</u> Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water Unit 6: Activity: Practice Solving Stoichiometry Problems Unit 6: Lab: Stoichiometry Unit 6: Lesson 2 - Molar Mass and the Mole Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships Unit 6: Lesson 7 - The Limiting Reactant Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Law of Conservation of Mass Unit 6: Video Lab: Stoichiometry
PERFORMANCE E EXPECTATION	CI-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Quiz 1 Unit 8: Lesson 1 - Water: The Universal Solvent

PERFORMANCE EXPECTATION	CI1-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
STRAND / TOPIC	AR.CI.	Chemistry – Integrated
CONTENT STANDARD		Nuclear Reactions
PERFORMANCE EXPECTATION	CI-PS1-8.	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. <u>Chemistry (2nd Edition)</u> Unit 10: Lab: Nuclear Chain Reaction Model Unit 10: Lesson 7 - Radiation Unit 10: Lesson 8 - Radioactive Decay Unit 10: Lesson 9 - Fission and Fusion Reactions Unit 10: Quiz 3
PERFORMANCE EXPECTATION	CI2-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Chemistry (2nd Edition)</u> Unit 10: Activity: Nuclear Chemistry in Real Life Unit 10: Lesson 7 - Radiation Unit 10: Lesson 8 - Radioactive Decay Unit 10: Quiz 3
PERFORMANCE EXPECTATION	CI2-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
PERFORMANCE EXPECTATION	CI2-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
PERFORMANCE EXPECTATION	CI2-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery Unit 10: Activity: Nuclear Chemistry in Real Life Unit 10: Lesson 7 - Radiation Unit 10: Lesson 8 - Radioactive Decay Unit 10: Quiz 3
STRAND / TOPIC	AR.CI.	Chemistry – Integrated
CONTENT STANDARD		Energy Flow

PERFORMANCE EXPECTATION	CI-PS1-4.	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. <u>Chemistry (2nd Edition)</u> Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Quiz 1 Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Video Lab: Heat of a Solution

PERFORMANCE EXPECTATION	CI-PS1-5.	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. <u>Chemistry (2nd Edition)</u> Unit 5: Lesson 7 - Combustion Reactions Unit 5: Video Lab: Reaction Rate

PERFORMANCE EXPECTATION	CI-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. <u>Chemistry (2nd Edition)</u> Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems Unit 10: Activity: Practice Specific Heat Problems Unit 10: Lab: Calorimetry Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 4 - Specific Heat Unit 10: Lesson 5 - Calculating Heat and Heating Curves Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2

STRAND / TOPIC **AR.CI.** **Chemistry – Integrated**

CONTENT STANDARD		Waves

PERFORMANCE EXPECTATION	CI-PS4-3.	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Quiz 3

PERFORMANCE EXPECTATION	CI-PS4-4.	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 7 - Radiation Unit 10: Quiz 3

STRAND / TOPIC **AR.CI.** **Chemistry – Integrated**

CONTENT STANDARD		Forces

PERFORMANCE EXPECTATION	CI5-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
STRAND / TOPIC	AR.CII.	Chemistry II
CONTENT STANDARD		Structure of Matter
PERFORMANCE EXPECTATION	CII1-PS1-1.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. <u>Chemistry (2nd Edition)</u> Unit 3: Activity: Periodic Table Timeline Unit 3: Activity: Which family do I belong to? Unit 3: Companion Material: Periodic Table of Elements Unit 3: Lesson 1 - Origins of the Periodic Table Unit 3: Lesson 2 - The Modern Periodic Table Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity: Bond Predictions Unit 4: Companion Material: Periodic Table of Elements Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Quiz 1 Unit 5: Companion Material: Periodic Table of Elements Unit 6: Companion Material: Periodic Table of Elements Unit 7: Companion Material: Periodic Table of Elements Unit 8: Companion Material: Periodic Table of Elements Unit 9: Companion Material: Periodic Table of Elements Unit 10: Companion Material: Periodic Table of Elements
PERFORMANCE EXPECTATION	CII-PS1-1AR.	Obtain, evaluate, and communicate information on the evolution of atomic models over time. <u>Chemistry (2nd Edition)</u> Unit 2: Lab: Atom Models Unit 2: Lesson 5 - Dalton's Postulates Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models Unit 2: Lesson 8 - Bohr Model Unit 2: Lesson 9 - The Cloud Model Unit 2: Quiz 2 Unit 2: Quiz 3
PERFORMANCE EXPECTATION	CII-PS1-4AR.	Analyze and interpret data of absorption and emission of energy in the form of electromagnetic radiation and models of the atom. <u>Chemistry (2nd Edition)</u> Unit 2: Activity: Working with Spectra Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Lesson 8 - Bohr Model Unit 2: Quiz 3 Unit 3: Lab: Identifying Metals Unit 3: Video Lab: Identifying Metals

PERFORMANCE EXPECTATION	CII-PS1-8.	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. <u>Chemistry (2nd Edition)</u> Unit 10: Lab: Nuclear Chain Reaction Model Unit 10: Lesson 7 - Radiation Unit 10: Lesson 8 - Radioactive Decay Unit 10: Lesson 9 - Fission and Fusion Reactions Unit 10: Quiz 3
PERFORMANCE EXPECTATION	CII-PS4-3.	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Quiz 3
PERFORMANCE EXPECTATION	CII1-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 2: Activity: Working with Spectra Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Lesson 8 - Bohr Model Unit 2: Quiz 3 Unit 3: Lab: Identifying Metals Unit 3: Video Lab: Identifying Metals

STRAND / TOPIC **AR.CII.** **Chemistry II**

CONTENT STANDARD		Properties of Matter
PERFORMANCE EXPECTATION	CII2-PS1-1.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. <u>Chemistry (2nd Edition)</u> Unit 3: Activity: Periodic Table Timeline Unit 3: Activity: Which family do I belong to? Unit 3: Companion Material: Periodic Table of Elements Unit 3: Lesson 1 - Origins of the Periodic Table Unit 3: Lesson 2 - The Modern Periodic Table Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity: Bond Predictions Unit 4: Companion Material: Periodic Table of Elements Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Quiz 1 Unit 5: Companion Material: Periodic Table of Elements Unit 6: Companion Material: Periodic Table of Elements Unit 7: Companion Material: Periodic Table of Elements Unit 8: Companion Material: Periodic Table of Elements Unit 9: Companion Material: Periodic Table of Elements Unit 10: Companion Material: Periodic Table of Elements

PERFORMANCE E EXPECTATION	CII-PS1-3.	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 1 - All about Matter Unit 2: Quiz 1 Unit 2: Video Lab: Chemical Changes Unit 4: Lab: Ionic or Covalent Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Lesson 2 - Bonds Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Lesson 4 - Ionic Compounds Unit 4: Lesson 5 - Covalent Compounds Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Video Lab: Intermolecular Forces Unit 8: Lesson 1 - Water: The Universal Solvent
PERFORMANCE E EXPECTATION	CII-PS2-1AR.	Develop and use models to explain the differences between chemical compounds using patterns as a method for identification. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 1 - All about Matter Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Quiz 1 Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Quiz 1 Unit 9: Lesson 8 - Acid-Base Titrations Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 9: Video Lab: Acids and Bases
PERFORMANCE E EXPECTATION	CII-PS2-3AR.	Use mathematical representations to quantify matter through the analysis of patterns in chemical compounds. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 1 - All about Matter Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Quiz 1 Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Quiz 1
PERFORMANCE E EXPECTATION	CII2-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
STRAND / TOPIC	AR.CII.	Chemistry II
CONTENT STANDARD		Reactions

PERFORMANCE E EXPECTATION	CII-PS1- 2.	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. <u>Chemistry (2nd Edition)</u> Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 4 - Synthesis and Decomposition Reactions Unit 5: Lesson 5 - Single Replacement Reactions Unit 5: Lesson 6 - Double Replacement Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water
PERFORMANCE E EXPECTATION	CII-PS1- 7.	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. <u>Chemistry (2nd Edition)</u> Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water Unit 6: Activity: Practice Solving Stoichiometry Problems Unit 6: Lab: Stoichiometry Unit 6: Lesson 2 - Molar Mass and the Mole Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships Unit 6: Lesson 7 - The Limiting Reactant Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Law of Conservation of Mass Unit 6: Video Lab: Stoichiometry
PERFORMANCE E EXPECTATION	CII-PS3- 1AR.	Use mathematical representations to analyze the proportion and quantity of particles in solution. <u>Chemistry (2nd Edition)</u> Unit 8: Activity: Calculating Molarity and Stoichiometry Unit 8: Activity: Dilution Calculations Unit 8: Lab: Solution Dilution Unit 8: Lesson 7 - Molarity Unit 8: Lesson 8 - Dilutions Unit 8: Quiz 3

PERFORMANCE E EXPECTATION	CII-PS3- 2AR.	Construct an explanation of the relationship between energy and the behavior of particles. <u>Chemistry (2nd Edition)</u> Unit 7: Lab: A Gas Law Model Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior Unit 7: Quiz 1

PERFORMANCE E EXPECTATION	CII-PS3- 3AR.	Plan and carry out an investigation to predict the outcome of a chemical reaction based on patterns of chemical properties. <u>Chemistry (2nd Edition)</u> Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lab: Reversible Reactions Unit 5: Lab: Sugar Chemistry Redox Lab Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 4 - Synthesis and Decomposition Reactions Unit 5: Lesson 5 - Single Replacement Reactions Unit 5: Lesson 6 - Double Replacement Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water Unit 9: Lesson 6 - Acid-Base Neutralization Reactions Unit 9: Quiz 3 Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 2 Unit 10: Video Lab: Heat of a Solution

STRAND / TOPIC **AR.CII.** **Chemistry II**

CONTENT STANDARD		Kinetics and Kinetic Molecular Theory

PERFORMANCE E EXPECTATION	CII-PS1- 5.	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. <u>Chemistry (2nd Edition)</u> Unit 5: Lesson 7 - Combustion Reactions Unit 5: Video Lab: Reaction Rate

PERFORMANCE E EXPECTATION	CII-PS4- 1AR.	Plan and carry out investigations to examine stability and change exhibited by gas particles in a closed system. <u>Chemistry (2nd Edition)</u> Unit 7: Activity: Practice Solving Boyle's Law Problems Unit 7: Activity: Practice Solving Charles' Law Problems Unit 7: Activity: Practice Solving Gay-Lussac' Law Problems Unit 7: Activity: Practice Solving Ideal Gas Law Problems Unit 7: Lab: Gay-Lussac's Law Unit 7: Lesson 3 - Boyle's Law Unit 7: Lesson 4 - Charles' Law Unit 7: Lesson 5 - Gay-Lussac's Law Unit 7: Lesson 6 - The Combined Gas Law Unit 7: Lesson 8 - The Ideal Gas Law Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 7: Video Lab: Gay-Lussac's Law

PERFORMANCE E EXPECTATION	CII-PS4- 2AR.	Argue from evidence cause and effect relationships of factors influencing behavior of gas particles. <u>Chemistry (2nd Edition)</u> Unit 7: Activity: Practice Solving Boyle's Law Problems Unit 7: Activity: Practice Solving Charles' Law Problems Unit 7: Activity: Practice Solving Gay-Lussac' Law Problems Unit 7: Activity: Practice Solving Ideal Gas Law Problems Unit 7: Lab: Gay-Lussac's Law Unit 7: Lesson 3 - Boyle's Law Unit 7: Lesson 4 - Charles' Law Unit 7: Lesson 5 - Gay-Lussac's Law Unit 7: Lesson 6 - The Combined Gas Law Unit 7: Lesson 8 - The Ideal Gas Law Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 7: Video Lab: Gay-Lussac's Law

PERFORMANCE E EXPECTATION	CII4- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Chemistry (2nd Edition)</u> Unit 7: Lab: A Gas Law Model Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior Unit 7: Quiz 1

STRAND / TOPIC **AR.CII. Chemistry II**

CONTENT STANDARD		Thermochemistry

PERFORMANCE E EXPECTATION	CII-PS1- 4.	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. <u>Chemistry (2nd Edition)</u> Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Quiz 1 Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Video Lab: Heat of a Solution

PERFORMANCE E EXPECTATION	CII-PS5- 1AR.	Analyze and interpret data to explain energy (enthalpy) changes of a reaction. <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1

PERFORMANCE E EXPECTATION	CII-PS5- 2AR.	Plan and conduct an investigation to calculate changes in energy within a system and/or energy flows in and out of a system. <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1

PERFORMANCE EXPECTATION	CII5-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1

STRAND / TOPIC

AR.CII.

Chemistry II

CONTENT STANDARD		Equilibrium

PERFORMANCE EXPECTATION	CII-PS1-6.	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. <u>Chemistry (2nd Edition)</u> Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Quiz 1

PERFORMANCE EXPECTATION	CII-PS6-1AR.	Analyze and interpret data to explain the change in concentration of products and reactants, and the stable state achieved under reversible conditions. <u>Chemistry (2nd Edition)</u> Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Quiz 1 Unit 8: Activity: Calculating Molarity and Stoichiometry Unit 8: Activity: Dilution Calculations Unit 8: Lab: Solution Dilution Unit 8: Lesson 7 - Molarity Unit 8: Lesson 8 - Dilutions Unit 8: Quiz 3

PERFORMANCE EXPECTATION	CII6-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Quiz 1 Unit 9: Lab: Engineering a Lemon Battery

STRAND / TOPIC

AR.ES.

Earth Science

CONTENT STANDARD		Earth's Systems

PERFORMANCE EXPECTATION	ES-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Chemistry (2nd Edition)</u> Unit 1: Lesson 2 - Scientific Understanding Unit 1: Quiz 1

PERFORMANCE EXPECTATION	ES2-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
STRAND / TOPIC	AR.EVS. Environmental Science	
CONTENT STANDARD		Systems
PERFORMANCE EXPECTATION	EVS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Chemistry (2nd Edition)</u> Unit 1: Lesson 2 - Scientific Understanding Unit 1: Quiz 1
STRAND / TOPIC	AR.EVS. Environmental Science	
CONTENT STANDARD		Energy
PERFORMANCE EXPECTATION	EVS-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. <u>Chemistry (2nd Edition)</u> Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems Unit 10: Activity: Practice Specific Heat Problems Unit 10: Lab: Calorimetry Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 4 - Specific Heat Unit 10: Lesson 5 - Calculating Heat and Heating Curves Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2
PERFORMANCE EXPECTATION	EVS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Quiz 1
STRAND / TOPIC	AR.HAP. Human Anatomy and Physiology	
CONTENT STANDARD		Career Exploration with Engineering Practices
PERFORMANCE EXPECTATION	HAP-8-2AR.	Design a solution to a complex real-world problem affecting body systems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 1: Lesson 1 - History of Chemistry Unit 1: Quiz 1

CONTENT STANDARD		Elements, Matter, and Interactions
PERFORMANC E EXPECTATION	PSI-PS1-1.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. <u>Chemistry (2nd Edition)</u> Unit 3: Activity: Periodic Table Timeline Unit 3: Activity: Which family do I belong to? Unit 3: Companion Material: Periodic Table of Elements Unit 3: Lesson 1 - Origins of the Periodic Table Unit 3: Lesson 2 - The Modern Periodic Table Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity: Bond Predictions Unit 4: Companion Material: Periodic Table of Elements Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Quiz 1 Unit 5: Companion Material: Periodic Table of Elements Unit 6: Companion Material: Periodic Table of Elements Unit 7: Companion Material: Periodic Table of Elements Unit 8: Companion Material: Periodic Table of Elements Unit 9: Companion Material: Periodic Table of Elements Unit 10: Companion Material: Periodic Table of Elements
PERFORMANC E EXPECTATION	PSI-PS1-2.	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. <u>Chemistry (2nd Edition)</u> Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity: Bond Predictions Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Quiz 1 Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 4 - Synthesis and Decomposition Reactions Unit 5: Lesson 5 - Single Replacement Reactions Unit 5: Lesson 6 - Double Replacement Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water

PERFORMANCE E EXPECTATION	PSI-PS1-3.	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 1 - All about Matter Unit 2: Quiz 1 Unit 2: Video Lab: Chemical Changes Unit 4: Lab: Ionic or Covalent Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Lesson 2 - Bonds Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Lesson 4 - Ionic Compounds Unit 4: Lesson 5 - Covalent Compounds Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Video Lab: Intermolecular Forces Unit 8: Lesson 1 - Water: The Universal Solvent
PERFORMANCE E EXPECTATION	PSI-PS1-4.	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. <u>Chemistry (2nd Edition)</u> Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Quiz 1 Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Video Lab: Heat of a Solution
PERFORMANCE E EXPECTATION	PSI-PS1-7.	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. <u>Chemistry (2nd Edition)</u> Unit 5: Activity: Practice Balancing Chemical Equations Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water Unit 6: Activity: Practice Solving Stoichiometry Problems Unit 6: Lab: Stoichiometry Unit 6: Lesson 2 - Molar Mass and the Mole Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships Unit 6: Lesson 7 - The Limiting Reactant Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Law of Conservation of Mass Unit 6: Video Lab: Stoichiometry
STRAND / TOPIC	AR.PSI.	Physical Science – Integrated
CONTENT STANDARD		Energy

PERFORMANCE EXPECTATION	PSI-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. <u>Chemistry (2nd Edition)</u> Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems Unit 10: Activity: Practice Specific Heat Problems Unit 10: Lab: Calorimetry Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 4 - Specific Heat Unit 10: Lesson 5 - Calculating Heat and Heating Curves Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2

PERFORMANCE EXPECTATION	PSI-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). <u>Chemistry (2nd Edition)</u> Unit 7: Lab: A Gas Law Model Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior Unit 7: Quiz 1

PERFORMANCE EXPECTATION	PSI-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Quiz 1

STRAND / TOPIC **AR.PSI. Physical Science – Integrated**

CONTENT STANDARD		Interactions of Humans and the Environment

PERFORMANCE EXPECTATION	PSI6-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery

STRAND / TOPIC **AR.P. Physics**

CONTENT STANDARD		Work and Energy

PERFORMANCE EXPECTATION	P2-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery

STRAND / TOPIC **AR.P. Physics**

CONTENT STANDARD		Heat and Thermodynamics

PERFORMANCE EXPECTATION	P-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. <u>Chemistry (2nd Edition)</u> Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems Unit 10: Activity: Practice Specific Heat Problems Unit 10: Lab: Calorimetry Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Lesson 4 - Specific Heat Unit 10: Lesson 5 - Calculating Heat and Heating Curves Unit 10: Lesson 6 - Exothermic and Endothermic Reactions Unit 10: Quiz 1 Unit 10: Quiz 2
PERFORMANCE EXPECTATION	P-PS3-1AR.	Construct an explanation based on evidence of the relationships between heat, temperature, and the Kinetic Molecular Theory. <u>Chemistry (2nd Edition)</u> Unit 7: Lab: A Gas Law Model Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior Unit 7: Quiz 1
PERFORMANCE EXPECTATION	P-PS3-2AR.	Plan and conduct an investigation of the relationships between pressure, volume, temperature, and amount of gas. <u>Chemistry (2nd Edition)</u> Unit 7: Activity: Practice Solving Boyle's Law Problems Unit 7: Activity: Practice Solving Charles' Law Problems Unit 7: Activity: Practice Solving Gay-Lussac's Law Problems Unit 7: Activity: Practice Solving Ideal Gas Law Problems Unit 7: Lab: Gay-Lussac's Law Unit 7: Lesson 3 - Boyle's Law Unit 7: Lesson 4 - Charles' Law Unit 7: Lesson 5 - Gay-Lussac's Law Unit 7: Lesson 6 - The Combined Gas Law Unit 7: Lesson 8 - The Ideal Gas Law Unit 7: Lesson 9 - Dalton's Law of Partial Pressures Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 7: Video Lab: Gay-Lussac's Law
PERFORMANCE EXPECTATION	P-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). <u>Chemistry (2nd Edition)</u> Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics Unit 10: Quiz 1
PERFORMANCE EXPECTATION	P3-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Chemistry (2nd Edition)</u> Unit 9: Lab: Engineering a Lemon Battery
STRAND / TOPIC	AR.P.	Physics
CONTENT STANDARD		Waves, Sound, and Simple Harmonic Motion

PERFORMANCE E EXPECTATION	P-PS4- 3AR.	Develop and use models to describe the interaction of light with matter. <u>Chemistry (2nd Edition)</u> Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Quiz 3

Grade: **10** - Adopted: **2010**

STRAND / TOPIC **AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.**

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE E EXPECTATION	RST.9- 10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lesson 3 - The Scientific Method Unit 1: Quiz 1 Unit 4: Activity: Bond Predictions Unit 10: Activity: Nuclear Chemistry in Real Life

PERFORMANCE E EXPECTATION	RST.9- 10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 1: Lesson 1 - History of Chemistry Unit 1: Lesson 2 - Scientific Understanding Unit 1: Lesson 3 - The Scientific Method Unit 1: Lesson 4 - Measurement Unit 1: Lesson 5 - Scientific Notation and Significant Figures Unit 1: Lesson 6 - Dimensional Analysis Unit 1: Lesson 7 - Designing Experiments Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 9 - Lab Safety Tools Unit 2: Lab: Atom Models Unit 2: Lesson 1 - All about Matter Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Lesson 3 - Using Models in Chemistry Unit 2: Lesson 4 - Theories of the Atomic Structure Unit 2: Lesson 5 - Dalton's Postulates Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Lesson 8 - Bohr Model Unit 2: Lesson 9 - The Cloud Model Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 3: Lesson 1 - Origins of the Periodic Table Unit 3: Lesson 2 - The Modern Periodic Table Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 5 - Electron Configuration Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 4: Lab: Ionic or Covalent Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Lesson 2 - Bonds Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Lesson 4 - Ionic Compounds

Unit 4: Lesson 5 - Covalent Compounds
Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas
Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas
Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures
Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry
Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 7: Lab: A Gas Law Model
Unit 7: Lab: Gay-Lussac's Law
Unit 7: Lesson 1 - The Behavior of Gases
Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior
Unit 7: Lesson 3 - Boyle's Law
Unit 7: Lesson 4 - Charles' Law
Unit 7: Lesson 5 - Gay-Lussac's Law
Unit 7: Lesson 6 - The Combined Gas Law
Unit 7: Lesson 7 - Avogadro's Law and Molar Volume
Unit 7: Lesson 8 - The Ideal Gas Law
Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
Unit 8: Lab: Electrolytes
Unit 8: Lab: Rate of Dissolution
Unit 8: Lab: Solution Dilution
Unit 8: Lesson 1 - Water: The Universal Solvent
Unit 8: Lesson 2 - The Process of Solvation
Unit 8: Lesson 3 - Rate of Dissolution
Unit 8: Lesson 4 - Solution Saturation
Unit 8: Lesson 5 - Solubility of Gases
Unit 8: Lesson 6 - Solubility Rules and Precipitation Reactions
Unit 8: Lesson 7 - Molarity
Unit 8: Lesson 8 - Dilutions
Unit 9: Lab: Chicken Bones in Acid
Unit 9: Lab: Engineering a Lemon Battery
Unit 9: Lab: Titrations
Unit 9: Lesson 1 - Introduction to Acids and Bases
Unit 9: Lesson 2 - The pH Scale
Unit 9: Lesson 3 - Naming Acids and Bases
Unit 9: Lesson 4 - Naming Acids and Bases
Unit 9: Lesson 5 - Brønsted-Lowry Acids and Bases
Unit 9: Lesson 6 - Acid-Base Neutralization Reactions
Unit 9: Lesson 7 - Strong vs. Weak Acids and Bases
Unit 9: Lesson 8 - Acid-Base Titrations
Unit 10: Lab: Calorimetry
Unit 10: Lab: Nuclear Chain Reaction Model
Unit 10: Lesson 1 - Thermal Energy and the Zeroth Law of Thermodynamics
Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics
Unit 10: Lesson 3 - The Third Law of Thermodynamics and Phase Diagrams
Unit 10: Lesson 4 - Specific Heat
Unit 10: Lesson 5 - Calculating Heat and Heating Curves
Unit 10: Lesson 6 - Exothermic and Endothermic Reactions
Unit 10: Lesson 7 - Radiation
Unit 10: Lesson 8 - Radioactive Decay

PERFORMANCE EXPECTATION	RST.9-10.3.	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.
<u>Chemistry (2nd Edition)</u> Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 4: Lab: Ionic or Covalent Unit 5: Lab: Reversible Reactions Unit 5: Lab: Sugar Chemistry Redox Lab Unit 6: Lab: Stoichiometry Unit 7: Lab: A Gas Law Model Unit 7: Lab: Gay-Lussac's Law Unit 8: Lab: Electrolytes Unit 8: Lab: Rate of Dissolution Unit 8: Lab: Solution Dilution Unit 9: Lab: Chicken Bones in Acid Unit 9: Lab: Engineering a Lemon Battery Unit 9: Lab: Titrations Unit 10: Lab: Calorimetry		

STRAND / TOPIC
AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.

CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RST.9-10.4.	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.
<u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 1: Lesson 1 - History of Chemistry Unit 1: Lesson 2 - Scientific Understanding Unit 1: Lesson 3 - The Scientific Method Unit 1: Lesson 4 - Measurement Unit 1: Lesson 5 - Scientific Notation and Significant Figures Unit 1: Lesson 6 - Dimensional Analysis Unit 1: Lesson 7 - Designing Experiments Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 9 - Lab Safety Tools Unit 1: Video Lab: Lab Techniques 1 Unit 1: Video Lab: Lab Techniques 2 Unit 2: Activity: Working with Spectra Unit 2: Lab: Atom Models Unit 2: Lesson 1 - All about Matter Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Lesson 3 - Using Models in Chemistry Unit 2: Lesson 4 - Theories of the Atomic Structure Unit 2: Lesson 5 - Dalton's Postulates Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Lesson 8 - Bohr Model Unit 2: Lesson 9 - The Cloud Model Unit 2: Video Lab: Chemical Changes Unit 2: Video Lab: Separating Mixtures Unit 3: Activity: Periodic Table Timeline Unit 3: Activity: Which family do I belong to? Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 3: Lesson 1 - Origins of the Periodic Table		

Unit 3: Lesson 2 - The Modern Periodic Table
Unit 3: Lesson 3 - Isotopes and Atomic Mass
Unit 3: Lesson 4 - Electron Location in Elements
Unit 3: Lesson 5 - Electron Configuration
Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals
Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy
Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Video Lab: Identifying Groups in the Periodic Table
Unit 3: Video Lab: Identifying Metals
Unit 4: Activity: Bond Predictions
Unit 4: Activity: Compound Naming and Formula Writing Practice
Unit 4: Activity: Drawing Lewis Structures
Unit 4: Lab: Ionic or Covalent
Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces
Unit 4: Lesson 2 - Bonds
Unit 4: Lesson 3 - Predicting Properties and Bonding
Unit 4: Lesson 4 - Ionic Compounds
Unit 4: Lesson 5 - Covalent Compounds
Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas
Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas
Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures
Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab (Hybrid): Molecular Structures
Unit 4: Video Lab: Intermolecular Forces
Unit 5: Activity: Practice Balancing Chemical Equations
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 5: Video Lab: Electrolysis of Water
Unit 5: Video Lab: Reaction Rate
Unit 6: Activity: Practice Empirical versus Molecular Formulas
Unit 6: Activity: Practice Percent Composition Problems
Unit 6: Activity: Practice Solving Stoichiometry Problems
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry
Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 6: Quiz 2
Unit 6: Video Lab: Law of Conservation of Mass
Unit 6: Video Lab: Stoichiometry
Unit 7: Activity: Practice Solving Avogadro's Law Problems
Unit 7: Activity: Practice Solving Boyle's Law Problems
Unit 7: Activity: Practice Solving Charles' Law Problems
Unit 7: Activity: Practice Solving Gay-Lussac' Law Problems
Unit 7: Activity: Practice Solving Ideal Gas Law Problems
Unit 7: Lab: A Gas Law Model
Unit 7: Lab: Gay-Lussac's Law
Unit 7: Lesson 1 - The Behavior of Gases

Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior
 Unit 7: Lesson 3 - Boyle's Law
 Unit 7: Lesson 4 - Charles' Law
 Unit 7: Lesson 5 - Gay-Lussac's Law
 Unit 7: Lesson 6 - The Combined Gas Law
 Unit 7: Lesson 7 - Avogadro's Law and Molar Volume
 Unit 7: Lesson 8 - The Ideal Gas Law
 Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
 Unit 7: Video Lab: Gay-Lussac's Law
 Unit 8: Activity: Calculating Molarity and Stoichiometry
 Unit 8: Activity: Cleaning Oil Spills
 Unit 8: Activity: Creating a Solubility Chart and Curve
 Unit 8: Activity: Dilution Calculations
 Unit 8: Lab: Electrolytes
 Unit 8: Lab: Rate of Dissolution
 Unit 8: Lab: Solution Dilution
 Unit 8: Lesson 1 - Water: The Universal Solvent
 Unit 8: Lesson 2 - The Process of Solvation
 Unit 8: Lesson 3 - Rate of Dissolution
 Unit 8: Lesson 4 - Solution Saturation
 Unit 8: Lesson 5 - Solubility of Gases
 Unit 8: Lesson 6 - Solubility Rules and Precipitation Reactions
 Unit 8: Lesson 7 - Molarity
 Unit 8: Lesson 8 - Dilutions
 Unit 8: Video Lab: Electrolytes
 Unit 9: Lab: Chicken Bones in Acid
 Unit 9: Lab: Engineering a Lemon Battery
 Unit 9: Lab: Titrations
 Unit 9: Lesson 1 - Introduction to Acids and Bases
 Unit 9: Lesson 2 - The pH Scale
 Unit 9: Lesson 3 - Naming Acids and Bases
 Unit 9: Lesson 4 - Naming Acids and Bases
 Unit 9: Lesson 5 - Brønsted-Lowry Acids and Bases
 Unit 9: Lesson 6 - Acid-Base Neutralization Reactions
 Unit 9: Lesson 7 - Strong vs. Weak Acids and Bases
 Unit 9: Lesson 8 - Acid-Base Titrations
 Unit 9: Quiz 1
 Unit 9: Video Lab: Acids and Bases
 Unit 9: Video Lab: Titration of Acids and Bases
 Unit 10: Activity: Nuclear Chemistry in Real Life
 Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems
 Unit 10: Activity: Practice Specific Heat Problems
 Unit 10: Lab: Calorimetry
 Unit 10: Lab: Nuclear Chain Reaction Model
 Unit 10: Lesson 1 - Thermal Energy and the Zeroth Law of Thermodynamics
 Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics
 Unit 10: Lesson 3 - The Third Law of Thermodynamics and Phase Diagrams
 Unit 10: Lesson 4 - Specific Heat
 Unit 10: Lesson 5 - Calculating Heat and Heating Curves
 Unit 10: Lesson 6 - Exothermic and Endothermic Reactions
 Unit 10: Lesson 7 - Radiation
 Unit 10: Lesson 8 - Radioactive Decay
 Unit 10: Lesson 9 - Fission and Fusion Reactions
 Unit 10: Video Lab: Heat of a Solution

PERFORMANCE EXPECTATION	RST.9-10.5.	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 1: Lesson 1 - History of Chemistry Unit 1: Lesson 2 - Scientific Understanding Unit 1: Lesson 3 - The Scientific Method Unit 1: Lesson 4 - Measurement

Unit 1: Lesson 5 - Scientific Notation and Significant Figures
Unit 1: Lesson 6 - Dimensional Analysis
Unit 1: Lesson 7 - Designing Experiments
Unit 1: Lesson 8 - Analyzing Data
Unit 1: Lesson 9 - Lab Safety Tools
Unit 1: Video Lab: Lab Techniques 1
Unit 1: Video Lab: Lab Techniques 2
Unit 2: Activity: Working with Spectra
Unit 2: Lab: Atom Models
Unit 2: Lesson 1 - All about Matter
Unit 2: Lesson 2 - Molecules and Compounds
Unit 2: Lesson 3 - Using Models in Chemistry
Unit 2: Lesson 4 - Theories of the Atomic Structure
Unit 2: Lesson 5 - Dalton's Postulates
Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models
Unit 2: Lesson 7 - Studying Light to Learn about Atoms
Unit 2: Lesson 8 - Bohr Model
Unit 2: Lesson 9 - The Cloud Model
Unit 2: Video Lab: Chemical Changes
Unit 2: Video Lab: Separating Mixtures
Unit 3: Activity: Periodic Table Timeline
Unit 3: Activity: Which family do I belong to?
Unit 3: Lab: Identifying Metals
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 1 - Origins of the Periodic Table
Unit 3: Lesson 2 - The Modern Periodic Table
Unit 3: Lesson 3 - Isotopes and Atomic Mass
Unit 3: Lesson 4 - Electron Location in Elements
Unit 3: Lesson 5 - Electron Configuration
Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals
Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy
Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re
Unit 3: Video Lab: Identifying Groups in the Periodic Table
Unit 3: Video Lab: Identifying Metals
Unit 4: Activity: Bond Predictions
Unit 4: Activity: Compound Naming and Formula Writing Practice
Unit 4: Activity: Drawing Lewis Structures
Unit 4: Lab: Ionic or Covalent
Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces
Unit 4: Lesson 2 - Bonds
Unit 4: Lesson 3 - Predicting Properties and Bonding
Unit 4: Lesson 4 - Ionic Compounds
Unit 4: Lesson 5 - Covalent Compounds
Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas
Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas
Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures
Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 4: Video Lab (Hybrid): Molecular Structures
Unit 4: Video Lab: Intermolecular Forces
Unit 5: Activity: Practice Balancing Chemical Equations
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 5: Video Lab: Electrolysis of Water
Unit 5: Video Lab: Reaction Rate
Unit 6: Activity: Practice Empirical versus Molecular Formulas
Unit 6: Activity: Practice Percent Composition Problems
Unit 6: Activity: Practice Solving Stoichiometry Problems
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry

Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 6: Video Lab: Law of Conservation of Mass
Unit 6: Video Lab: Stoichiometry
Unit 7: Activity: Practice Solving Avogadro's Law Problems
Unit 7: Activity: Practice Solving Boyle's Law Problems
Unit 7: Activity: Practice Solving Charles' Law Problems
Unit 7: Activity: Practice Solving Gay-Lussac' Law Problems
Unit 7: Activity: Practice Solving Ideal Gas Law Problems
Unit 7: Lab: A Gas Law Model
Unit 7: Lab: Gay-Lussac's Law
Unit 7: Lesson 1 - The Behavior of Gases
Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior
Unit 7: Lesson 3 - Boyle's Law
Unit 7: Lesson 4 - Charles' Law
Unit 7: Lesson 5 - Gay-Lussac's Law
Unit 7: Lesson 6 - The Combined Gas Law
Unit 7: Lesson 7 - Avogadro's Law and Molar Volume
Unit 7: Lesson 8 - The Ideal Gas Law
Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
Unit 7: Video Lab: Gay-Lussac's Law
Unit 8: Activity: Calculating Molarity and Stoichiometry
Unit 8: Activity: Cleaning Oil Spills
Unit 8: Activity: Creating a Solubility Chart and Curve
Unit 8: Activity: Dilution Calculations
Unit 8: Lab: Electrolytes
Unit 8: Lab: Rate of Dissolution
Unit 8: Lab: Solution Dilution
Unit 8: Lesson 1 - Water: The Universal Solvent
Unit 8: Lesson 2 - The Process of Solvation
Unit 8: Lesson 3 - Rate of Dissolution
Unit 8: Lesson 4 - Solution Saturation
Unit 8: Lesson 5 - Solubility of Gases
Unit 8: Lesson 6 - Solubility Rules and Precipitation Reactions
Unit 8: Lesson 7 - Molarity
Unit 8: Lesson 8 - Dilutions
Unit 8: Video Lab: Electrolytes
Unit 9: Lab: Chicken Bones in Acid
Unit 9: Lab: Engineering a Lemon Battery
Unit 9: Lab: Titrations
Unit 9: Lesson 1 - Introduction to Acids and Bases
Unit 9: Lesson 2 - The pH Scale
Unit 9: Lesson 3 - Naming Acids and Bases
Unit 9: Lesson 4 - Naming Acids and Bases
Unit 9: Lesson 5 - Brønsted-Lowry Acids and Bases
Unit 9: Lesson 6 - Acid-Base Neutralization Reactions
Unit 9: Lesson 7 - Strong vs. Weak Acids and Bases
Unit 9: Lesson 8 - Acid-Base Titrations
Unit 9: Video Lab: Acids and Bases
Unit 9: Video Lab: Titration of Acids and Bases
Unit 10: Activity: Nuclear Chemistry in Real Life
Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems
Unit 10: Activity: Practice Specific Heat Problems
Unit 10: Lab: Calorimetry
Unit 10: Lab: Nuclear Chain Reaction Model
Unit 10: Lesson 1 - Thermal Energy and the Zeroth Law of Thermodynamics
Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics
Unit 10: Lesson 3 - The Third Law of Thermodynamics and Phase Diagrams
Unit 10: Lesson 4 - Specific Heat
Unit 10: Lesson 5 - Calculating Heat and Heating Curves
Unit 10: Lesson 6 - Exothermic and Endothermic Reactions
Unit 10: Lesson 7 - Radiation
Unit 10: Lesson 8 - Radioactive Decay

**STRAND /
TOPIC****AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects
-10.**

CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RST.9-10.7.	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. <u>Chemistry (2nd Edition)</u> Unit 1: Activity - Practice Significant Figure Problems Unit 1: Lab: Promoting Safety Unit 1: Lesson 5 - Scientific Notation and Significant Figures Unit 1: Lesson 6 - Dimensional Analysis Unit 1: Lesson 6 - Dimensional Analysis (Continued) Unit 1: Lesson 8 - Analyzing Data Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lab: Atom Models Unit 2: Lesson 3 - Using Models in Chemistry Unit 2: Lesson 8 - Bohr Model Unit 2: Quiz 1 Unit 2: Quiz 3 Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Quiz 1 Unit 4: Video Lab (Hybrid): Molecular Structures Unit 5: Lab: Reversible Reactions Unit 5: Lesson 1 - What are chemical reactions? Unit 5: Lesson 2 - Balancing Chemical Reactions Unit 5: Lesson 3 - Different Types of Chemical Reactions Unit 5: Lesson 4 - Synthesis and Decomposition Reactions Unit 5: Lesson 5 - Single Replacement Reactions Unit 5: Lesson 6 - Double Replacement Reactions Unit 5: Lesson 7 - Combustion Reactions Unit 5: Lesson 8 - Other Reaction Classifications Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 5: Video Lab: Electrolysis of Water Unit 6: Activity: Practice Empirical versus Molecular Formulas Unit 6: Activity: Practice Percent Composition Problems Unit 6: Activity: Practice Solving Stoichiometry Problems Unit 6: Lab: Stoichiometry Unit 6: Lesson 2 - Molar Mass and the Mole Unit 6: Lesson 3 - Percent Composition Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships Unit 6: Lesson 6 - Empirical versus Molecular Formulas Unit 6: Lesson 7 - The Limiting Reactant Unit 6: Lesson 8 - Percent Yield Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Law of Conservation of Mass Unit 6: Video Lab: Stoichiometry Unit 7: Activity: Practice Solving Avogadro's Law Problems Unit 7: Activity: Practice Solving Boyle's Law Problems Unit 7: Activity: Practice Solving Charles' Law Problems Unit 7: Activity: Practice Solving Gay-Lussac's Law Problems Unit 7: Activity: Practice Solving Ideal Gas Law Problems Unit 7: Lab: A Gas Law Model Unit 7: Lab: Gay-Lussac's Law Unit 7: Lesson 3 - Boyle's Law Unit 7: Lesson 4 - Charles' Law Unit 7: Lesson 5 - Gay-Lussac's Law

Unit 7: Lesson 6 - The Combined Gas Law
 Unit 7: Lesson 7 - Avogadro's Law and Molar Volume
 Unit 7: Lesson 8 - The Ideal Gas Law
 Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 7: Video Lab: Gay-Lussac's Law
 Unit 8: Activity: Calculating Molarity and Stoichiometry
 Unit 8: Activity: Dilution Calculations
 Unit 8: Lab: Rate of Dissolution
 Unit 8: Lab: Solution Dilution
 Unit 8: Lesson 7 - Molarity
 Unit 8: Lesson 8 - Dilutions
 Unit 8: Quiz 3
 Unit 9: Lab: Chicken Bones in Acid
 Unit 9: Lab: Engineering a Lemon Battery
 Unit 9: Lesson 2 - The pH Scale
 Unit 9: Quiz 1
 Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems
 Unit 10: Activity: Practice Specific Heat Problems
 Unit 10: Lab: Calorimetry
 Unit 10: Lab: Nuclear Chain Reaction Model
 Unit 10: Lesson 4 - Specific Heat
 Unit 10: Quiz 2
 Unit 10: Video Lab: Heat of a Solution

PERFORMANCE EXPECTATION	RST.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Chemistry (2nd Edition)

Unit 1: Activity: Chemistry Careers
 Unit 1: Lab: Promoting Safety
 Unit 3: Activity: Periodic Table Timeline
 Unit 8: Activity: Cleaning Oil Spills
 Unit 10: Activity: Nuclear Chemistry in Real Life

PERFORMANCE EXPECTATION	RST.9-10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Chemistry (2nd Edition)

Unit 1: Activity: Chemistry Careers
 Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry
 Unit 1: Lab: Cooking Up a Science Plan
 Unit 1: Lab: Promoting Safety
 Unit 1: Lesson 1 - History of Chemistry
 Unit 1: Lesson 2 - Scientific Understanding
 Unit 1: Lesson 3 - The Scientific Method
 Unit 1: Lesson 4 - Measurement
 Unit 1: Lesson 5 - Scientific Notation and Significant Figures
 Unit 1: Lesson 6 - Dimensional Analysis
 Unit 1: Lesson 7 - Designing Experiments
 Unit 1: Lesson 8 - Analyzing Data
 Unit 1: Lesson 9 - Lab Safety Tools
 Unit 1: Quiz 1
 Unit 2: Lab: Atom Models
 Unit 2: Lesson 1 - All about Matter
 Unit 2: Lesson 2 - Molecules and Compounds
 Unit 2: Lesson 3 - Using Models in Chemistry
 Unit 2: Lesson 4 - Theories of the Atomic Structure
 Unit 2: Lesson 5 - Dalton's Postulates
 Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models
 Unit 2: Lesson 7 - Studying Light to Learn about Atoms
 Unit 2: Lesson 8 - Bohr Model
 Unit 2: Lesson 9 - The Cloud Model
 Unit 3: Lab: Identifying Metals

Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 1 - Origins of the Periodic Table
Unit 3: Lesson 2 - The Modern Periodic Table
Unit 3: Lesson 3 - Isotopes and Atomic Mass
Unit 3: Lesson 4 - Electron Location in Elements
Unit 3: Lesson 5 - Electron Configuration
Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals
Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy
Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re
Unit 4: Lab: Ionic or Covalent
Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces
Unit 4: Lesson 2 - Bonds
Unit 4: Lesson 3 - Predicting Properties and Bonding
Unit 4: Lesson 4 - Ionic Compounds
Unit 4: Lesson 5 - Covalent Compounds
Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas
Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas
Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures
Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry
Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 7: Lab: A Gas Law Model
Unit 7: Lab: Gay-Lussac's Law
Unit 7: Lesson 1 - The Behavior of Gases
Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior
Unit 7: Lesson 3 - Boyle's Law
Unit 7: Lesson 4 - Charles' Law
Unit 7: Lesson 5 - Gay-Lussac's Law
Unit 7: Lesson 6 - The Combined Gas Law
Unit 7: Lesson 7 - Avogadro's Law and Molar Volume
Unit 7: Lesson 8 - The Ideal Gas Law
Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
Unit 8: Lab: Electrolytes
Unit 8: Lab: Rate of Dissolution
Unit 8: Lab: Solution Dilution
Unit 8: Lesson 1 - Water: The Universal Solvent
Unit 8: Lesson 2 - The Process of Solvation
Unit 8: Lesson 3 - Rate of Dissolution
Unit 8: Lesson 4 - Solution Saturation
Unit 8: Lesson 5 - Solubility of Gases
Unit 8: Lesson 6 - Solubility Rules and Precipitation Reactions
Unit 8: Lesson 7 - Molarity
Unit 8: Lesson 8 - Dilutions
Unit 9: Lab: Chicken Bones in Acid
Unit 9: Lab: Engineering a Lemon Battery
Unit 9: Lab: Titrations
Unit 9: Lesson 1 - Introduction to Acids and Bases
Unit 9: Lesson 2 - The pH Scale
Unit 9: Lesson 3 - Naming Acids and Bases
Unit 9: Lesson 4 - Naming Acids and Bases

Unit 9: Lesson 5 - Brønsted-Lowry Acids and Bases
 Unit 9: Lesson 6 - Acid-Base Neutralization Reactions
 Unit 9: Lesson 7 - Strong vs. Weak Acids and Bases
 Unit 9: Lesson 8 - Acid-Base Titrations
 Unit 10: Lab: Calorimetry
 Unit 10: Lab: Nuclear Chain Reaction Model
 Unit 10: Lesson 1 - Thermal Energy and the Zeroth Law of Thermodynamics
 Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics
 Unit 10: Lesson 3 - The Third Law of Thermodynamics and Phase Diagrams
 Unit 10: Lesson 4 - Specific Heat
 Unit 10: Lesson 5 - Calculating Heat and Heating Curves
 Unit 10: Lesson 6 - Exothermic and Endothermic Reactions
 Unit 10: Lesson 7 - Radiation
 Unit 10: Lesson 8 - Radioactive Decay
 Unit 10: Lesson 9 - Fission and Fusion Reactions

**STRAND /
TOPIC**

**AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects
-10.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.9-10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 1: Lesson 1 - History of Chemistry Unit 1: Lesson 2 - Scientific Understanding Unit 1: Lesson 3 - The Scientific Method Unit 1: Lesson 4 - Measurement Unit 1: Lesson 5 - Scientific Notation and Significant Figures Unit 1: Lesson 6 - Dimensional Analysis Unit 1: Lesson 7 - Designing Experiments Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 9 - Lab Safety Tools Unit 2: Lab: Atom Models Unit 2: Lesson 1 - All about Matter Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Lesson 3 - Using Models in Chemistry Unit 2: Lesson 4 - Theories of the Atomic Structure Unit 2: Lesson 5 - Dalton's Postulates Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models Unit 2: Lesson 7 - Studying Light to Learn about Atoms Unit 2: Lesson 8 - Bohr Model Unit 2: Lesson 9 - The Cloud Model Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 3: Lesson 1 - Origins of the Periodic Table Unit 3: Lesson 2 - The Modern Periodic Table Unit 3: Lesson 3 - Isotopes and Atomic Mass Unit 3: Lesson 4 - Electron Location in Elements Unit 3: Lesson 5 - Electron Configuration Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re Unit 4: Lab: Ionic or Covalent Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces Unit 4: Lesson 2 - Bonds Unit 4: Lesson 3 - Predicting Properties and Bonding Unit 4: Lesson 4 - Ionic Compounds Unit 4: Lesson 5 - Covalent Compounds Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas

Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures
Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry
Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 7: Lab: A Gas Law Model
Unit 7: Lab: Gay-Lussac's Law
Unit 7: Lesson 1 - The Behavior of Gases
Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior
Unit 7: Lesson 3 - Boyle's Law
Unit 7: Lesson 4 - Charles' Law
Unit 7: Lesson 5 - Gay-Lussac's Law
Unit 7: Lesson 6 - The Combined Gas Law
Unit 7: Lesson 7 - Avogadro's Law and Molar Volume
Unit 7: Lesson 8 - The Ideal Gas Law
Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
Unit 8: Lab: Electrolytes
Unit 8: Lab: Rate of Dissolution
Unit 8: Lab: Solution Dilution
Unit 8: Lesson 1 - Water: The Universal Solvent
Unit 8: Lesson 2 - The Process of Solvation
Unit 8: Lesson 3 - Rate of Dissolution
Unit 8: Lesson 4 - Solution Saturation
Unit 8: Lesson 5 - Solubility of Gases
Unit 8: Lesson 6 - Solubility Rules and Precipitation Reactions
Unit 8: Lesson 7 - Molarity
Unit 8: Lesson 8 - Dilutions
Unit 9: Lab: Chicken Bones in Acid
Unit 9: Lab: Engineering a Lemon Battery
Unit 9: Lab: Titrations
Unit 9: Lesson 1 - Introduction to Acids and Bases
Unit 9: Lesson 2 - The pH Scale
Unit 9: Lesson 3 - Naming Acids and Bases
Unit 9: Lesson 4 - Naming Acids and Bases
Unit 9: Lesson 5 - Brønsted-Lowry Acids and Bases
Unit 9: Lesson 6 - Acid-Base Neutralization Reactions
Unit 9: Lesson 7 - Strong vs. Weak Acids and Bases
Unit 9: Lesson 8 - Acid-Base Titrations
Unit 10: Lab: Calorimetry
Unit 10: Lab: Nuclear Chain Reaction Model
Unit 10: Lesson 1 - Thermal Energy and the Zeroth Law of Thermodynamics
Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics
Unit 10: Lesson 3 - The Third Law of Thermodynamics and Phase Diagrams
Unit 10: Lesson 4 - Specific Heat
Unit 10: Lesson 5 - Calculating Heat and Heating Curves
Unit 10: Lesson 6 - Exothermic and Endothermic Reactions
Unit 10: Lesson 7 - Radiation
Unit 10: Lesson 8 - Radioactive Decay
Unit 10: Lesson 9 - Fission and Fusion Reactions

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

Chemistry (2nd Edition)

Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry

Unit 1: Lab: Cooking Up a Science Plan

Unit 1: Lesson 3 - The Scientific Method

Unit 1: Quiz 1

Unit 4: Activity: Bond Predictions

Unit 7: Lab: Gay-Lussac's Law

Unit 8: Lab: Electrolytes

Unit 8: Lab: Rate of Dissolution

Unit 9: Lab: Chicken Bones in Acid

Unit 9: Lab: Titrations

Unit 10: Activity: Nuclear Chemistry in Real Life

Unit 10: Lab: Calorimetry

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

Chemistry (2nd Edition)

Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry

Unit 1: Lesson 3 - The Scientific Method

Unit 1: Lesson 7 - Designing Experiments

Unit 1: Quiz 1

Unit 1: Quiz 3

Unit 3: Lab: The Big Metal Mystery

Unit 4: Activity: Bond Predictions

Unit 6: Lab: Stoichiometry

Unit 8: Lab: Rate of Dissolution

Unit 10: Activity: Nuclear Chemistry in Real Life

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

Chemistry (2nd Edition)

Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry

Unit 1: Lesson 3 - The Scientific Method

Unit 1: Quiz 1

Unit 4: Activity: Bond Predictions

Unit 10: Activity: Nuclear Chemistry in Real Life

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

Chemistry (2nd Edition)

Unit 8: Activity: Cleaning Oil Spills

BENCHMARK / PROFICIENCY	WHST.9-10.1(e)	Provide a concluding statement or section that follows from or supports the argument presented. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 1: Lesson 3 - The Scientific Method Unit 1: Quiz 1 Unit 2: Lab: Atom Models Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 3: Video Lab: Identifying Groups in the Periodic Table Unit 3: Video Lab: Identifying Metals Unit 4: Activity: Bond Predictions Unit 4: Lab: Ionic or Covalent Unit 4: Video Lab (Hybrid): Molecular Structures Unit 4: Video Lab: Intermolecular Forces Unit 5: Lab: Reversible Reactions Unit 5: Lab: Sugar Chemistry Redox Lab Unit 6: Lab: Stoichiometry Unit 6: Video Lab: Stoichiometry Unit 7: Lab: A Gas Law Model Unit 7: Lab: Gay-Lussac's Law Unit 8: Lab: Electrolytes Unit 8: Lab: Rate of Dissolution Unit 8: Lab: Solution Dilution Unit 9: Lab: Chicken Bones in Acid Unit 9: Lab: Engineering a Lemon Battery Unit 9: Lab: Titrations Unit 10: Activity: Nuclear Chemistry in Real Life Unit 10: Lab: Calorimetry Unit 10: Video Lab: Heat of a Solution

**STRAND /
TOPIC**

**AR.WHST Writing Standards for Literacy in Science and Technical Subjects
.9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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.

Chemistry (2nd Edition)

Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry

Unit 1: Lab: Cooking Up a Science Plan

Unit 1: Lab: Promoting Safety

Unit 1: Lesson 3 - The Scientific Method

Unit 1: Quiz 1

Unit 2: Lab: Atom Models

Unit 2: Video Lab: Chemical Changes

Unit 3: Lab: Identifying Metals

Unit 3: Lab: The Big Metal Mystery

Unit 3: Video Lab: Identifying Groups in the Periodic Table

Unit 3: Video Lab: Identifying Metals

Unit 4: Activity: Bond Predictions

Unit 4: Lab: Ionic or Covalent

Unit 4: Video Lab (Hybrid): Molecular Structures

Unit 4: Video Lab: Intermolecular Forces

Unit 5: Lab: Reversible Reactions

Unit 5: Lab: Sugar Chemistry Redox Lab

Unit 5: Video Lab: Electrolysis of Water

Unit 5: Video Lab: Reaction Rate

Unit 6: Lab: Stoichiometry

Unit 6: Video Lab: Law of Conservation of Mass

Unit 6: Video Lab: Stoichiometry

Unit 7: Lab: A Gas Law Model

Unit 7: Lab: Gay-Lussac's Law

Unit 7: Video Lab: Gay-Lussac's Law

Unit 8: Activity: Cleaning Oil Spills

Unit 8: Lab: Electrolytes

Unit 8: Lab: Rate of Dissolution

Unit 8: Lab: Solution Dilution

Unit 8: Video Lab: Electrolytes

Unit 9: Lab: Chicken Bones in Acid

Unit 9: Lab: Engineering a Lemon Battery

Unit 9: Lab: Titrations

Unit 9: Video Lab: Acids and Bases

Unit 9: Video Lab: Titration of Acids and Bases

Unit 10: Activity: Nuclear Chemistry in Real Life

Unit 10: Lab: Calorimetry

Unit 10: Video Lab: Heat of a Solution

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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.

Chemistry (2nd Edition)

Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry

Unit 1: Lab: Cooking Up a Science Plan

Unit 1: Lab: Promoting Safety

Unit 1: Lesson 3 - The Scientific Method

Unit 1: Quiz 1

Unit 2: Lab: Atom Models

Unit 2: Video Lab: Chemical Changes

Unit 3: Lab: Identifying Metals

Unit 3: Lab: The Big Metal Mystery

Unit 3: Video Lab: Identifying Groups in the Periodic Table

Unit 3: Video Lab: Identifying Metals

Unit 4: Activity: Bond Predictions

Unit 4: Lab: Ionic or Covalent

Unit 4: Video Lab (Hybrid): Molecular Structures

Unit 4: Video Lab: Intermolecular Forces

Unit 5: Lab: Reversible Reactions

Unit 5: Lab: Sugar Chemistry Redox Lab

Unit 5: Video Lab: Electrolysis of Water

Unit 5: Video Lab: Reaction Rate

Unit 6: Lab: Stoichiometry

Unit 6: Video Lab: Law of Conservation of Mass

Unit 6: Video Lab: Stoichiometry

Unit 7: Lab: A Gas Law Model

Unit 7: Lab: Gay-Lussac's Law

Unit 7: Video Lab: Gay-Lussac's Law

Unit 8: Activity: Cleaning Oil Spills

Unit 8: Lab: Electrolytes

Unit 8: Lab: Rate of Dissolution

Unit 8: Lab: Solution Dilution

Unit 8: Video Lab: Electrolytes

Unit 9: Lab: Chicken Bones in Acid

Unit 9: Lab: Engineering a Lemon Battery

Unit 9: Lab: Titrations

Unit 9: Video Lab: Acids and Bases

Unit 9: Video Lab: Titration of Acids and Bases

Unit 10: Activity: Nuclear Chemistry in Real Life

Unit 10: Lab: Calorimetry

Unit 10: Video Lab: Heat of a Solution

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>Chemistry (2nd Edition)</u> Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 2: Lab: Atom Models Unit 2: Video Lab: Chemical Changes Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 3: Video Lab: Identifying Groups in the Periodic Table Unit 3: Video Lab: Identifying Metals Unit 4: Lab: Ionic or Covalent Unit 4: Video Lab (Hybrid): Molecular Structures Unit 4: Video Lab: Intermolecular Forces Unit 5: Lab: Reversible Reactions Unit 5: Lab: Sugar Chemistry Redox Lab Unit 5: Video Lab: Electrolysis of Water Unit 5: Video Lab: Reaction Rate Unit 6: Lab: Stoichiometry Unit 6: Video Lab: Law of Conservation of Mass Unit 6: Video Lab: Stoichiometry Unit 7: Lab: A Gas Law Model Unit 7: Lab: Gay-Lussac's Law Unit 7: Video Lab: Gay-Lussac's Law Unit 8: Activity: Cleaning Oil Spills Unit 8: Lab: Electrolytes Unit 8: Lab: Rate of Dissolution Unit 8: Lab: Solution Dilution Unit 8: Video Lab: Electrolytes Unit 9: Lab: Chicken Bones in Acid Unit 9: Lab: Engineering a Lemon Battery Unit 9: Lab: Titrations Unit 9: Video Lab: Acids and Bases Unit 9: Video Lab: Titration of Acids and Bases Unit 10: Lab: Calorimetry Unit 10: Video Lab: Heat of a Solution
BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 1: Lesson 1 - History of Chemistry Unit 1: Lesson 2 - Scientific Understanding Unit 1: Lesson 3 - The Scientific Method Unit 1: Lesson 4 - Measurement Unit 1: Lesson 5 - Scientific Notation and Significant Figures Unit 1: Lesson 6 - Dimensional Analysis Unit 1: Lesson 7 - Designing Experiments Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 9 - Lab Safety Tools Unit 1: Video Lab: Lab Techniques 1 Unit 1: Video Lab: Lab Techniques 2 Unit 2: Activity: Working with Spectra Unit 2: Lab: Atom Models Unit 2: Lesson 1 - All about Matter Unit 2: Lesson 2 - Molecules and Compounds Unit 2: Lesson 3 - Using Models in Chemistry Unit 2: Lesson 4 - Theories of the Atomic Structure Unit 2: Lesson 5 - Dalton's Postulates Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models Unit 2: Lesson 7 - Studying Light to Learn about Atoms

Unit 2: Lesson 8 - Bohr Model
Unit 2: Lesson 9 - The Cloud Model
Unit 2: Video Lab: Chemical Changes
Unit 2: Video Lab: Separating Mixtures
Unit 3: Activity: Periodic Table Timeline
Unit 3: Activity: Which family do I belong to?
Unit 3: Lab: Identifying Metals
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 1 - Origins of the Periodic Table
Unit 3: Lesson 2 - The Modern Periodic Table
Unit 3: Lesson 3 - Isotopes and Atomic Mass
Unit 3: Lesson 4 - Electron Location in Elements
Unit 3: Lesson 5 - Electron Configuration
Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals
Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy
Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re
Unit 3: Video Lab: Identifying Groups in the Periodic Table
Unit 3: Video Lab: Identifying Metals
Unit 4: Activity: Bond Predictions
Unit 4: Activity: Compound Naming and Formula Writing Practice
Unit 4: Activity: Drawing Lewis Structures
Unit 4: Lab: Ionic or Covalent
Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces
Unit 4: Lesson 2 - Bonds
Unit 4: Lesson 3 - Predicting Properties and Bonding
Unit 4: Lesson 4 - Ionic Compounds
Unit 4: Lesson 5 - Covalent Compounds
Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas
Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas
Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures
Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 4: Video Lab (Hybrid): Molecular Structures
Unit 4: Video Lab: Intermolecular Forces
Unit 5: Activity: Practice Balancing Chemical Equations
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 5: Video Lab: Electrolysis of Water
Unit 5: Video Lab: Reaction Rate
Unit 6: Activity: Practice Empirical versus Molecular Formulas
Unit 6: Activity: Practice Percent Composition Problems
Unit 6: Activity: Practice Solving Stoichiometry Problems
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry
Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 6: Video Lab: Law of Conservation of Mass
Unit 6: Video Lab: Stoichiometry
Unit 7: Activity: Practice Solving Avogadro's Law Problems
Unit 7: Activity: Practice Solving Boyle's Law Problems
Unit 7: Activity: Practice Solving Charles' Law Problems
Unit 7: Activity: Practice Solving Gay-Lussac' Law Problems
Unit 7: Activity: Practice Solving Ideal Gas Law Problems
Unit 7: Lab: A Gas Law Model
Unit 7: Lab: Gay-Lussac's Law

Unit 7: Lesson 1 - The Behavior of Gases
 Unit 7: Lesson 2 - Kinetic-Molecular Theory and Gas Behavior
 Unit 7: Lesson 3 - Boyle's Law
 Unit 7: Lesson 4 - Charles' Law
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 Unit 7: Lesson 6 - The Combined Gas Law
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 Unit 7: Lesson 8 - The Ideal Gas Law
 Unit 7: Lesson 9 - Dalton's Law of Partial Pressures
 Unit 7: Video Lab: Gay-Lussac's Law
 Unit 8: Activity: Calculating Molarity and Stoichiometry
 Unit 8: Activity: Cleaning Oil Spills
 Unit 8: Activity: Creating a Solubility Chart and Curve
 Unit 8: Activity: Dilution Calculations
 Unit 8: Lab: Electrolytes
 Unit 8: Lab: Rate of Dissolution
 Unit 8: Lab: Solution Dilution
 Unit 8: Lesson 1 - Water: The Universal Solvent
 Unit 8: Lesson 2 - The Process of Solvation
 Unit 8: Lesson 3 - Rate of Dissolution
 Unit 8: Lesson 4 - Solution Saturation
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 Unit 9: Lesson 6 - Acid-Base Neutralization Reactions
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 Unit 9: Lesson 8 - Acid-Base Titrations
 Unit 9: Video Lab: Acids and Bases
 Unit 9: Video Lab: Titration of Acids and Bases
 Unit 10: Activity: Nuclear Chemistry in Real Life
 Unit 10: Activity: Practice Calculating Heat and Heating Curves Problems
 Unit 10: Activity: Practice Specific Heat Problems
 Unit 10: Lab: Calorimetry
 Unit 10: Lab: Nuclear Chain Reaction Model
 Unit 10: Lesson 1 - Thermal Energy and the Zeroth Law of Thermodynamics
 Unit 10: Lesson 2 - The First and Second Laws of Thermodynamics
 Unit 10: Lesson 3 - The Third Law of Thermodynamics and Phase Diagrams
 Unit 10: Lesson 4 - Specific Heat
 Unit 10: Lesson 5 - Calculating Heat and Heating Curves
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 Unit 10: Lesson 7 - Radiation
 Unit 10: Lesson 8 - Radioactive Decay
 Unit 10: Lesson 9 - Fission and Fusion Reactions
 Unit 10: Video Lab: Heat of a Solution

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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.

Chemistry (2nd Edition)

Unit 8: Activity: Cleaning Oil Spills

BENCHMARK / PROFICIENCY	WHST.9-10.2(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).
<u>Chemistry (2nd Edition)</u> Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry Unit 1: Lab: Cooking Up a Science Plan Unit 1: Lab: Promoting Safety Unit 2: Lab: Atom Models Unit 3: Lab: Identifying Metals Unit 3: Lab: The Big Metal Mystery Unit 3: Video Lab: Identifying Groups in the Periodic Table Unit 3: Video Lab: Identifying Metals Unit 4: Lab: Ionic or Covalent Unit 4: Video Lab (Hybrid): Molecular Structures Unit 4: Video Lab: Intermolecular Forces Unit 5: Lab: Reversible Reactions Unit 5: Lab: Sugar Chemistry Redox Lab Unit 6: Lab: Stoichiometry Unit 6: Video Lab: Stoichiometry Unit 7: Lab: A Gas Law Model Unit 7: Lab: Gay-Lussac's Law Unit 8: Activity: Cleaning Oil Spills Unit 8: Lab: Electrolytes Unit 8: Lab: Rate of Dissolution Unit 8: Lab: Solution Dilution Unit 9: Lab: Chicken Bones in Acid Unit 9: Lab: Engineering a Lemon Battery Unit 9: Lab: Titrations Unit 10: Lab: Calorimetry Unit 10: Video Lab: Heat of a Solution		

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.9-10.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Chemistry (2nd Edition)

Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry

Unit 1: Lesson 3 - The Scientific Method

Unit 1: Lesson 7 - Designing Experiments

Unit 1: Quiz 1

Unit 1: Quiz 3

Unit 3: Lab: The Big Metal Mystery

Unit 4: Activity: Bond Predictions

Unit 6: Lab: Stoichiometry

Unit 8: Lab: Rate of Dissolution

Unit 10: Activity: Nuclear Chemistry in Real Life

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Production and Distribution of Writing

PERFORMANCE	WHST.9-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

Chemistry (2nd Edition)

Unit 1: Activity: Chemistry Careers
Unit 1: Activity: Claim, Evidence, and Reasoning in Chemistry
Unit 1: Lab: Cooking Up a Science Plan
Unit 1: Lab: Promoting Safety
Unit 1: Lesson 1 - History of Chemistry
Unit 1: Lesson 2 - Scientific Understanding
Unit 1: Lesson 3 - The Scientific Method
Unit 1: Lesson 4 - Measurement
Unit 1: Lesson 5 - Scientific Notation and Significant Figures
Unit 1: Lesson 6 - Dimensional Analysis
Unit 1: Lesson 7 - Designing Experiments
Unit 1: Lesson 8 - Analyzing Data
Unit 1: Lesson 9 - Lab Safety Tools
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 1: Video Lab: Lab Techniques 1
Unit 1: Video Lab: Lab Techniques 2
Unit 2: Activity: Working with Spectra
Unit 2: Lab: Atom Models
Unit 2: Lesson 1 - All about Matter
Unit 2: Lesson 2 - Molecules and Compounds
Unit 2: Lesson 3 - Using Models in Chemistry
Unit 2: Lesson 4 - Theories of the Atomic Structure
Unit 2: Lesson 5 - Dalton's Postulates
Unit 2: Lesson 6 - Thomson's and Rutherford's Atomic Models
Unit 2: Lesson 7 - Studying Light to Learn about Atoms
Unit 2: Lesson 8 - Bohr Model
Unit 2: Lesson 9 - The Cloud Model
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 2: Video Lab: Chemical Changes
Unit 2: Video Lab: Separating Mixtures
Unit 3: Activity: Periodic Table Timeline
Unit 3: Activity: Which family do I belong to?
Unit 3: Lab: Identifying Metals
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 1 - Origins of the Periodic Table
Unit 3: Lesson 2 - The Modern Periodic Table
Unit 3: Lesson 3 - Isotopes and Atomic Mass
Unit 3: Lesson 4 - Electron Location in Elements
Unit 3: Lesson 5 - Electron Configuration
Unit 3: Lesson 6 - Metals: Alkali, Alkaline Earth, and Transition Metals
Unit 3: Lesson 7 - Nonmetals: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trends: Atomic Radii and Ionization Energy
Unit 3: Lesson 9 - Periodic Trends: Electronegativity and Re
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 3: Video Lab: Identifying Groups in the Periodic Table
Unit 3: Video Lab: Identifying Metals
Unit 4: Activity: Bond Predictions
Unit 4: Activity: Compound Naming and Formula Writing Practice
Unit 4: Activity: Drawing Lewis Structures
Unit 4: Lab: Ionic or Covalent
Unit 4: Lesson 1 - Intermolecular and Intramolecular Forces
Unit 4: Lesson 2 - Bonds
Unit 4: Lesson 3 - Predicting Properties and Bonding
Unit 4: Lesson 4 - Ionic Compounds
Unit 4: Lesson 5 - Covalent Compounds
Unit 4: Lesson 6 - Basic Principles of Chemical Names and Formulas
Unit 4: Lesson 7 - Continuation: Naming Compounds and Writing Formulas
Unit 4: Lesson 7 - Naming Compounds and Writing Formulas
Unit 4: Lesson 8 - Lewis Structures

Unit 4: Lesson 9 - Molecular Geometry and the VSEPR Theory
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab (Hybrid): Molecular Structures
Unit 4: Video Lab: Intermolecular Forces
Unit 5: Activity: Practice Balancing Chemical Equations
Unit 5: Lab: Reversible Reactions
Unit 5: Lab: Sugar Chemistry Redox Lab
Unit 5: Lesson 1 - What are chemical reactions?
Unit 5: Lesson 2 - Balancing Chemical Reactions
Unit 5: Lesson 3 - Different Types of Chemical Reactions
Unit 5: Lesson 4 - Synthesis and Decomposition Reactions
Unit 5: Lesson 5 - Single Replacement Reactions
Unit 5: Lesson 6 - Double Replacement Reactions
Unit 5: Lesson 7 - Combustion Reactions
Unit 5: Lesson 8 - Other Reaction Classifications
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 5: Video Lab: Electrolysis of Water
Unit 5: Video Lab: Reaction Rate
Unit 6: Activity: Practice Empirical versus Molecular Formulas
Unit 6: Activity: Practice Percent Composition Problems
Unit 6: Activity: Practice Solving Stoichiometry Problems
Unit 6: Lab: Stoichiometry
Unit 6: Lesson 1 - Introduction to Stoichiometry
Unit 6: Lesson 2 - Molar Mass and the Mole
Unit 6: Lesson 3 - Percent Composition
Unit 6: Lesson 4 - Reaction Stoichiometry Part 1: Mole Relationships
Unit 6: Lesson 5 - Reaction Stoichiometry Part 2: Mass Relationships
Unit 6: Lesson 6 - Empirical versus Molecular Formulas
Unit 6: Lesson 7 - The Limiting Reactant
Unit 6: Lesson 8 - Percent Yield
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Law of Conservation of Mass
Unit 6: Video Lab: Stoichiometry
Unit 7: Activity: Practice Solving Avogadro's Law Problems
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Unit 7: Quiz 2
Unit 7: Quiz 3
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Unit 8: Lesson 3 - Rate of Dissolution

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 Unit 8: Quiz 2
 Unit 8: Quiz 3
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 Unit 9: Lesson 7 - Strong vs. Weak Acids and Bases
 Unit 9: Lesson 8 - Acid-Base Titrations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 9: Video Lab: Acids and Bases
 Unit 9: Video Lab: Titration of Acids and Bases
 Unit 10: Activity: Nuclear Chemistry in Real Life
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 Unit 10: Lesson 7 - Radiation
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 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3
 Unit 10: Video Lab: Heat of a Solution

PERFORMANCE EXPECTATION	WHST.9-10.5.	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.

Chemistry (2nd Edition)

Unit 8: Activity: Cleaning Oil Spills

PERFORMANCE EXPECTATION	WHST.9-10.6.	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.

Chemistry (2nd Edition)

Unit 1: Activity: Chemistry Careers

Unit 1: Lab: Promoting Safety

Unit 3: Activity: Periodic Table Timeline

Unit 3: Lab: The Big Metal Mystery

Unit 4: Activity: Bond Predictions

Unit 8: Activity: Cleaning Oil Spills

Unit 10: Activity: Nuclear Chemistry in Real Life

CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.9-10.7.	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. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Lab: Promoting Safety Unit 2: Lab: Atom Models Unit 3: Activity: Periodic Table Timeline Unit 8: Activity: Cleaning Oil Spills Unit 10: Activity: Nuclear Chemistry in Real Life
PERFORMANCE EXPECTATION	WHST.9-10.8.	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. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Lab: Promoting Safety Unit 2: Lab: Atom Models Unit 3: Activity: Periodic Table Timeline Unit 8: Activity: Cleaning Oil Spills Unit 10: Activity: Nuclear Chemistry in Real Life
PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Lab: Promoting Safety Unit 2: Lab: Atom Models Unit 3: Activity: Periodic Table Timeline Unit 8: Activity: Cleaning Oil Spills Unit 10: Activity: Nuclear Chemistry in Real Life

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects 9-10.**

CONTENT STANDARD		Range of Writing
PERFORMANCE EXPECTATION	WHST.9-10.10.	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. <u>Chemistry (2nd Edition)</u> Unit 1: Activity: Chemistry Careers Unit 1: Lab: Promoting Safety Unit 2: Lab: Atom Models Unit 3: Activity: Periodic Table Timeline Unit 3: Lab: The Big Metal Mystery Unit 4: Activity: Bond Predictions Unit 8: Activity: Cleaning Oil Spills Unit 10: Activity: Nuclear Chemistry in Real Life

Main Criteria: Arkansas Standards
Secondary Criteria: Geometry
Subject: Mathematics
Grade: 10
Correlation Options: Show Correlated

Arkansas Standards
Mathematics
Grade: **10** - Adopted: **2023**

STRAND / TOPIC **Algebra I Mathematics Standards**

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Create & Solve - Students create and solve equations that model linear relationships.

BENCHMARK / PROFICIENCY A1.LFE.2. Construct linear functions from arithmetic sequences with and without context.

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines

Unit 3: Quiz 3

STRAND / TOPIC **Algebra I Mathematics Standards**

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Interpret Key Features - Students interpret key features of equations that model linear relationships.

BENCHMARK / PROFICIENCY A1.LFE.9. Calculate and interpret the rate of change of a linear function represented in a table, graph, or as an equation in context of real-world and mathematical problems.

Geometry

Unit 3: Lesson 5 - Line Slope and the Slope Formula

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines

Unit 3: Quiz 3

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

BENCHMARK / PROFICIENCY A1.LFE.10. Translate among equivalent forms of equations for linear functions, including standard, point-slope, and slope-intercept forms; recognize that each form reveals key features in a given context.

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines

Unit 3: Quiz 3

STRAND / TOPIC **Algebra I Mathematics Standards**

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Graphing & Transformations - Students graph linear functions, equations, and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.1 5.	Write linear equations that model the relationship between two quantities and produce a graph of the equation. <u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3

STRAND / TOPIC

Geometry Mathematics Standards

CONTENT STANDARD	G.RT.1	Right Triangles
PERFORMANCE EXPECTATION		Special Right Triangles & Pythagorean Theorem - Students explore right triangles and apply the Pythagorean Theorem.

BENCHMARK / PROFICIENCY	G.RT.1.	Apply the properties of special right triangles (30°-60°-90° and 45°-45°-90°) to solve real-world and mathematical problems. <u>Geometry</u> Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	G.RT.2.	Prove and apply the Pythagorean Theorem and its converse. <u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 7 - Pythagorean Inequality Theorem Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2

STRAND / TOPIC

Geometry Mathematics Standards

CONTENT STANDARD	G.RT.1	Right Triangles
PERFORMANCE EXPECTATION		Trigonometry Ratios - Students apply trigonometric ratios to solve problems.

BENCHMARK / PROFICIENCY	G.RT.3.	Explain how the definitions for trigonometric ratios are developed by similarity and how the side ratios in right triangles are properties of the angles in the triangle. <u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 1 Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	G.RT.4.	Explain the relationship between the sine and cosine of complementary angles and use them to solve problems. <u>Geometry</u> Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3
BENCHMARK / PROFICIENCY	G.RT.5.	Determine the sine, cosine, and tangent ratios of acute angles given the side lengths of right triangles. <u>Geometry</u> Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3
BENCHMARK / PROFICIENCY	G.RT.6.	Use trigonometric ratios (sine, cosine, and tangent) to calculate missing side lengths and angle measures in a right triangle, including applications of angles of elevation and depression; include real-world and mathematical problems. <u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 1 Unit 10: Quiz 2

**STRAND /
TOPIC**

Geometry Mathematics Standards

CONTENT STANDARD	G.CIR.	Circles
PERFORMANCE EXPECTATION		Circle Relationships - Students explore and use circle relationships to solve problems.

BENCHMARK / PROFICIENCY	G.CIR.1.	Apply the precise definition and standard geometric notation for a circle to understand geometric relationships. <u>Geometry</u> Unit 1: Lesson 1 - Course Guidelines Unit 1: Quiz 1 Unit 7: Lab 7.2: Creating Circle Graphs Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 2 - Lines and Segments That Intersect Circles Unit 7: Lesson 3 - Arcs and Chords Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Lesson 5 - Inscribed Angles Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3

STRAND / TOPIC

Geometry Mathematics Standards

CONTENT STANDARD	G.CIR.	Circles
PERFORMANCE EXPECTATION		Circle Relationships - Students explore and use circle relationships to solve problems.
BENCHMARK / PROFICIENCY	G.CIR.2.	Recognize and apply relationships between angles, radii, and chords, tangents, and secants including:

DESCRIPTOR	The relationship between central, inscribed, and circumscribed angles, <u>Geometry</u> Unit 7: Lab 7.2: Creating Circle Graphs Unit 7: Lesson 3 - Arcs and Chords Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Lesson 5 - Inscribed Angles Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles Unit 7: Quiz 2 Unit 7: Quiz 3

DESCRIPTOR	Inscribed angles on a diameter are right angles, <u>Geometry</u> Unit 7: Lesson 5 - Inscribed Angles Unit 7: Quiz 3

DESCRIPTOR	The radius of a circle is perpendicular to the tangent where the radius intersects the circle, and <u>Geometry</u> Unit 7: Lab 7.1: Constructing Tangents Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 2 - Lines and Segments That Intersect Circles Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles Unit 7: Quiz 1 Unit 7: Quiz 3

DESCRIPTOR	The relationship of angles and segments formed by chords, secants and/or tangents to a circle. <u>Geometry</u> Unit 7: Lab 7.1: Constructing Tangents Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 2 - Lines and Segments That Intersect Circles Unit 7: Lesson 3 - Arcs and Chords Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 10: Quiz 1

**STRAND /
TOPIC**

Geometry Mathematics Standards

CONTENT STANDARD	G.CIR.	Circles
PERFORMANCE EXPECTATION		Circle Relationships - Students explore and use circle relationships to solve problems.

BENCHMARK / PROFICIENCY G.CIR.3. Use the proportional relationship between the measure of an arc length of a circle and the circumference of the circle to solve problems.

Geometry

Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 2
Unit 7: Quiz 3

BENCHMARK / PROFICIENCY G.CIR.4. Use the proportional relationship between the measure of the area of a sector of a circle and the area of the circle to solve problems.

Geometry

Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Quiz 2

BENCHMARK / PROFICIENCY G.CIR.5. Explain why the formulas for the area and circumference of a circle work using dissection and informal limit arguments.

Geometry

Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Quiz 1
Unit 7: Quiz 2

**STRAND /
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Geometry Mathematics Standards

CONTENT STANDARD	G.CIR.	Circles
PERFORMANCE EXPECTATION		Equation of a Circle - Students solve problems involving the equation of a circle.

BENCHMARK / PROFICIENCY	G.CIR.6.	Write the equation of a circle, given the radius and center, where the center is at the origin or another point. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles
BENCHMARK / PROFICIENCY	G.CIR.7.	Identify the center and radius of a circle, given the equation of a circle, where the center is at the origin or another point. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 8: Intro to conic sections
BENCHMARK / PROFICIENCY	G.CIR.8.	Apply the equation of a circle to solve real-world problems. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles

**STRAND /
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Geometry Mathematics Standards

CONTENT STANDARD	G.GF.	Geometric Figures
PERFORMANCE EXPECTATION		Three-Dimensional - Students explore and solve problems involving three-dimensional figures.

BENCHMARK / PROFICIENCY	G.GF.1.	Find the volume and surface area of complex three-dimensional figures composed of prisms, pyramids, cones, cylinders, and spheres. <u>Geometry</u> Unit 8: Project 3 - Problem-Solving With the Volume of Solids
BENCHMARK / PROFICIENCY	G.GF.3.	Explain why the formulas for the volume and surface area of a cylinder, pyramid, and cone work. <u>Geometry</u> Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Quiz 2 Unit 8: Quiz 3
BENCHMARK / PROFICIENCY	G.GF.4.	Apply the Pythagorean Theorem to determine missing measurements in a three-dimensional figure. <u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 7 - Pythagorean Inequality Theorem Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
BENCHMARK / PROFICIENCY	G.GF.5.	Identify the three-dimensional figure generated by rotating a two-dimensional figure. <u>Geometry</u> Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations Unit 8: Rotating 2D shapes in 3D

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Geometry Mathematics Standards

CONTENT STANDARD	G.GF.	Geometric Figures
PERFORMANCE EXPECTATION		Two-Dimensional - Students explore and solve problems involving two-dimensional figures.

BENCHMARK /
PROFICIENCY

G.GF.6.

Apply theorems about quadrilaterals, including those involving angles, diagonals, and sides to solve problems.

Geometry

Unit 4: Lesson 1 - Introduction to Polygons

Unit 4: Quiz 1

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Quiz 1

Unit 6: Quiz 2

BENCHMARK /
PROFICIENCY

G.GF.7.

Prove that a given quadrilateral is a parallelogram, rhombus, rectangle, square, kite, or trapezoid, and apply these relationships to solve problems.

Geometry

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Quiz 1

Unit 6: Quiz 2

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Geometry Mathematics Standards

CONTENT STANDARD	G.GF.	Geometric Figures
PERFORMANCE EXPECTATION		Two-Dimensional - Students explore and solve problems involving two-dimensional figures.
BENCHMARK / PROFICIENCY	G.GF.8.	Prove and apply theorems about triangles including:

DESCRIPTOR

Angle-Sum Theorem,

Geometry

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 1 - Introduction to Polygons

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Quiz 1

DESCRIPTOR

Exterior Angle Theorem,

Geometry

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Quiz 1

DESCRIPTOR	Isosceles Triangle Theorem and its converse, <u>Geometry</u> Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem Unit 4: Lesson 2 - Classifying Triangles Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1
DESCRIPTOR	Midsegment Theorem, <u>Geometry</u> Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 2 Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2
DESCRIPTOR	Proportionality Theorem, <u>Geometry</u> Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem Unit 4: Lesson 2 - Classifying Triangles Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1
DESCRIPTOR	Inequality Theorem and its converse, and <u>Geometry</u> Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs Unit 5: Lesson 6 - Inequalities in Two Triangles

DESCRIPTOR	Geometric Mean Theorem.
	<u>Geometry</u> Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Quiz 1 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1

STRAND / TOPIC **Geometry Mathematics Standards**

CONTENT STANDARD	G.GF.	Geometric Figures
PERFORMANCE EXPECTATION		Two-Dimensional - Students explore and solve problems involving two-dimensional figures.

BENCHMARK / PROFICIENCY	G.GF.9.	Calculate the perimeter of polygons when given the vertices, including using the distance formula.
		<u>Geometry</u> Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	G.GF.10.	Calculate the area of triangles and rectangles when given the vertices, including using the distance formula and decomposing figures.
		<u>Geometry</u> Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	G.GF.11.	Describe reflectional and rotational symmetry as they apply to a rectangle, parallelogram, trapezoid, or regular polygon.
		<u>Geometry</u> Unit 9: Lesson 9 - Symmetry and Tessellations Unit 9: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1

STRAND / TOPIC **Geometry Mathematics Standards**

CONTENT STANDARD	G.GF.	Geometric Figures
PERFORMANCE EXPECTATION		Geometric Probability - Students determine probability in geometric contexts.

BENCHMARK / PROFICIENCY	G.GF.12.	Calculate probabilities as a proportion of area in a geometric context.
		<u>Geometry</u> Unit 10: Lab 10.1: Probability

STRAND / TOPIC **Geometry Mathematics Standards**

CONTENT STANDARD	G.LA.	Lines & Angles

PERFORMANCE EXPECTATION		Define & Construct - Students use precise definitions and various construction tools to create geometric figures.

BENCHMARK / PROFICIENCY G.LA.1. Use precise definitions and standard geometric notation for angles, perpendicular lines, parallel lines, and line segments based on the undefined notions of point, line, and distance along a line.

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms
 Unit 6: Lesson 3 - Rectangles
 Unit 6: Lesson 4 - Rhombuses and Squares
 Unit 6: Lesson 5 - Kites and Trapezoids
 Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
 Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: 3D Slicing 2D Shapes
 Unit 8: Cross Sections
 Unit 8: Intro to conic sections
 Unit 8: Lesson 1 - Three-Dimensional Figures
 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

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Geometry Mathematics Standards

CONTENT STANDARD	G.LA.	Lines & Angles
PERFORMANC E EXPECTATION		Define & Construct - Students use precise definitions and various construction tools to create geometric figures.

BENCHMARK / PROFICIENCY	G.LA.2.	Make formal geometric constructions with a variety of tools and methods including:
DESCRIPTOR		Congruent segments and angles, <u>Geometry</u> Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 5 - Angles Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 6: Lab 6.1: Constructing a Rectangle
DESCRIPTOR		Segment and angle bisectors, <u>Geometry</u> Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 5 - Angles Unit 1: Quiz 3 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1
DESCRIPTOR		Perpendicular lines and perpendicular bisectors of a line segment, <u>Geometry</u> Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents
DESCRIPTOR		Parallel lines, and <u>Geometry</u> Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Quiz 2 Unit 6: Lab 6.1: Constructing a Rectangle
DESCRIPTOR		An equilateral triangle, a square, and a regular hexagon inscribed in a circle. <u>Geometry</u> Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 6: Lab 6.1: Constructing a Rectangle
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CONTENT STANDARD	G.LA.	Lines & Angles
PERFORMANCE EXPECTATION		Coordinate Geometry - Students reason about geometric figures using the coordinate plane.

BENCHMARK / PROFICIENCY	G.LA.3.	Determine the point that cuts a line segment into a specified ratio on a number line and a coordinate plane, including finding the midpoint. <u>Geometry</u> Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Quiz 2 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 1 Unit 5: Quiz 2

BENCHMARK / PROFICIENCY	G.LA.4.	Derive the distance and midpoint formulas and use the formulas, including the slope formula, to verify geometric relationships on a coordinate plane. <u>Geometry</u> Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Quiz 2 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3 Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 2

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Geometry Mathematics Standards

CONTENT STANDARD	G.LA.	Lines & Angles
PERFORMANCE EXPECTATION		Parallel & Perpendicular Lines - Students solve problems involving parallel and perpendicular lines.

BENCHMARK / PROFICIENCY	G.LA.5.	Prove and apply slope criteria of parallel and perpendicular lines to solve problems. <u>Geometry</u> Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3

BENCHMARK / PROFICIENCY	G.LA.6.	Write an equation of a line that is parallel or perpendicular to a given line and passing through a given point. <u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3

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Geometry Mathematics Standards

CONTENT STANDARD	G.LA.	Lines & Angles
PERFORMANCE EXPECTATION		Parallel & Perpendicular Lines - Students solve problems involving parallel and perpendicular lines.
BENCHMARK / PROFICIENCY	G.LA.7.	Prove and apply theorems about lines and angles including:

DESCRIPTOR	Vertical angles, <u>Geometry</u> Unit 1: Lesson 6 - Angle Pairs Unit 1: Quiz 3 Unit 3: Lesson 2 - Parallel Lines and Angle Relationships Unit 3: Quiz 1

DESCRIPTOR	Angles formed by parallel lines cut by a transversal, and <u>Geometry</u> Unit 3: Lesson 2 - Parallel Lines and Angle Relationships Unit 3: Lesson 3 - Proving Lines Parallel Unit 3: Lesson 4 - Perpendicular Lines and Related Angles Unit 3: Quiz 1 Unit 3: Quiz 2

DESCRIPTOR	Points on a perpendicular bisector. <u>Geometry</u> Unit 1: Lesson 2 - Undefined Terms Unit 1: Quiz 1 Unit 2: Lab 2.2: Proof Planning Unit 2: Lesson 6 - Geometric Proofs Unit 2: Quiz 3 Unit 3: Lesson 1 - Lines and Transversals Unit 3: Lesson 2 - Parallel Lines and Angle Relationships Unit 3: Lesson 3 - Proving Lines Parallel Unit 3: Lesson 4 - Perpendicular Lines and Related Angles Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 5: Lesson 1 - Perpendicular and Angle Bisectors Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs Unit 5: Lesson 6 - Inequalities in Two Triangles Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 5: Quiz 2

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Geometry Mathematics Standards

CONTENT STANDARD	G.TRF.	Transformations
PERFORMANCE EXPECTATION		Coordinate Plane - Students transform figures on the coordinate plane.

BENCHMARK / PROFICIENCY G.TRF.1. Describe rotations, reflections, and translations as functions that take points in the coordinate plane as inputs and give other points as outputs; write in prime notation.

Geometry
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	G.TRF.2.	Compare transformations that preserve distance and angle (rotations, reflections, and translations) to those that do not (dilations) to develop definitions for congruence and similarity.
		<u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3

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Geometry Mathematics Standards

CONTENT STANDARD	G.TRF.	Transformations
PERFORMANCE EXPECTATION		Plane - Students transform figures and make geometric constructions.

BENCHMARK / PROFICIENCY	G.TRF.3.	Apply understanding of angles, circles, perpendicular lines, parallel lines, and line segments to develop definitions for rotations, reflections, and translations.
		<u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	G.TRF.4.	Use geometric constructions to represent rotations, reflections, translations, and dilations in the plane with a variety of tools and methods.
		<u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	G.TRF.5.	Given two congruent figures, identify the sequence of transformations that maps one figure to another.
		<u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3

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Geometry Mathematics Standards

CONTENT STANDARD	G.SC.	Similarities & Congruence
PERFORMANCE EXPECTATION		Similarity - Students use similarity criteria to solve problems.

BENCHMARK / PROFICIENCY	G.SC.1.	Given two figures, apply the definition of similarity in terms of a dilation to identify similar figures, proportional sides, and corresponding congruent angles. <u>Geometry</u> Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	G.SC.2.	Develop and apply the criteria of similarity for triangles (AA~, SAS~, and SSS~) to solve problems and prove geometric relationships. <u>Geometry</u> Unit 9: Lesson 2 - Polygon Similarity Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Lesson 5 - Proportionality and Scale Drawings Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1
BENCHMARK / PROFICIENCY	G.SC.3.	Use transformations to prove all circles are similar. <u>Geometry</u> Unit 7: Lab 7.2: Creating Circle Graphs Unit 7: Lesson 1 - Properties of Circles Unit 7: Quiz 1

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Geometry Mathematics Standards

CONTENT STANDARD	G.SC.	Similarities & Congruence
PERFORMANC E EXPECTATION		Triangle Congruence - Students apply congruence criteria to solve problems.

BENCHMARK / PROFICIENCY	G.SC.4.	Explain, using rigid motion transformations, why two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	G.SC.5.	Develop and apply the criteria for triangle congruence (ASA, SAS, AAS, SSS, and HL) to solve problems and prove geometric relationships. <u>Geometry</u> Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 2 Unit 4: Quiz 3

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.ELF.	Exponential & Logarithmic Functions & Equations
PERFORMANCE EXPECTATION		Transformations include: stretches, compressions, vertical shifts, and horizontal shifts
BENCHMARK / PROFICIENCY	A2.ELF.1 4.	Given the graphs of exponential and logarithmic functions, explain the effects of the transformation from the parent function.

DESCRIPTOR

Exponentials: $y = ab^x$, $a \neq 0$, $b > 0$, and $b \neq 1$

Geometry

Unit 9: Activity: Translation/Rotation

Unit 9: Lesson 6 - Congruent Transformations

Unit 9: Lesson 7 - Congruent Transformations (continued)

Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations

Unit 9: Quiz 3

DESCRIPTOR

Logarithms: $y = \log_b(x)$, $b > 0$, $x > 0$, and $b \neq 1$

Geometry

Unit 9: Activity: Translation/Rotation

Unit 9: Lesson 6 - Congruent Transformations

Unit 9: Lesson 7 - Congruent Transformations (continued)

Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations

Unit 9: Quiz 3

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Statistical Experiments & Studies – Students evaluate processes for statistical experiments, make inferences, and justify conclusions from statistical studies.

BENCHMARK /
PROFICIENCY

A2.SP.2.

Compare theoretical and empirical probabilities using simulations.

Geometry

Unit 10: Lab 10.1: Probability

BENCHMARK /
PROFICIENCY

A2.SP.3.

Distinguish between sample surveys, experiments, and observational studies and explain the purpose of randomization in statistical studies.

Geometry

Unit 10: Lab 10.1: Probability

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.MPM .	Mathematical Processes & Modeling
PERFORMANCE EXPECTATION		Mathematical Processes & Modeling – Students use mathematical processes and models to acquire, demonstrate, and communicate mathematical understanding in real-world scenarios.

BENCHMARK /
PROFICIENCY

TM.MPM.
1.

Apply mathematics to problems arising in everyday life, workplace, and society.

Geometry

Unit 1: Lab 1.1: Constructing Line Segments

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: 3D Slicing 2D Shapes
 Unit 8: Cross Sections
 Unit 8: Intro to conic sections
 Unit 8: Lesson 1 - Three-Dimensional Figures
 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.MPM .	Mathematical Processes & Modeling
PERFORMANCE EXPECTATION		Mathematical Processes & Modeling – Students use mathematical processes and models to acquire, demonstrate, and communicate mathematical understanding in real-world scenarios.
BENCHMARK / PROFICIENCY	T.M.MPM .3.	Create mathematical models and use problem-solving skills, independently and as a collaborative team, for real-world scenarios to:

DESCRIPTOR

Identify patterns or relationships

Geometry

Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
 Unit 2: Quiz 1

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.NPR.	Numerical & Proportional Reasoning
PERFORMANCE EXPECTATION		Proportional Reasoning – Students understand and reason about relationships between quantities.

BENCHMARK / PROFICIENCY TM.NPR. 4. Recognize, set up, and solve proportions from real-world scenarios.

Geometry

Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Quiz 1
Unit 9: Quiz 2

BENCHMARK / PROFICIENCY TM.NPR. 5. Utilize real-world scenarios requiring interpretation and comparison of various representations of rates, ratios, and proportions including scale drawings.

Geometry

Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Quiz 1
Unit 9: Quiz 2

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.NPR.	Numerical & Proportional Reasoning
PERFORMANCE EXPECTATION		Comparison – Students use number sense and proportional reasoning to draw conclusions and communicate results.

BENCHMARK / PROFICIENCY TM.NPR.7 Use dimensional analysis to solve problems involving multiple units of measurement.

Geometry

Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 3

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.AR.	Algebraic Relationships
PERFORMANCE EXPECTATION		Model with Functions – Students use mathematical concepts of algebra to explain linear and nonlinear applications in real-world scenarios.

BENCHMARK / PROFICIENCY TM.AR.1. Analyze and apply rate of change in terms of real-world scenarios.

Geometry

Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 3

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.GEO .	Geometry
PERFORMANCE EXPECTATION		Model with Geometric Figures – Students will extend geometric reasoning and model with geometric figures.

BENCHMARK / PROFICIENCY 1. TM.GEO. Identify common geometric figures in order to identify what formulas are needed to solve situational problems.

Geometry

Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 2
 Unit 8: Quiz 3

BENCHMARK / PROFICIENCY 2. TM.GEO. Compute measurements of common geometric figures such as area, surface area, volume, perimeter, and circumference for real-world scenarios.

Geometry

Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 2
 Unit 8: Quiz 3

BENCHMARK / PROFICIENCY 3. TM.GEO. Analyze how changing dimensions will affect the perimeter, circumference, area, surface area, or volume in real-world scenarios.

Geometry

Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 2
 Unit 8: Quiz 3

BENCHMARK / PROFICIENCY 4. TM.GEO. Determine the role angles play in a situational problem.

Geometry

Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
 Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
 Unit 6: Quiz 3
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Quiz 2
 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Quiz 1

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.GEO .	Geometry

PERFORMANCE EXPECTATION		Model with Geometric Figures – Students will extend geometric reasoning and model with geometric figures.
BENCHMARK / PROFICIENCY	TM.GEO.5.	Draw and interpret technical drawings involving house plans, engineering drawings, or fashion design with or without the use of technology.

DESCRIPTOR Views include: auxiliary, orthographic, and isometric

Geometry

Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 3
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Quiz 2
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Quiz 1

STRAND / TOPIC

TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.GEO.	Geometry
PERFORMANCE EXPECTATION		Model with Triangles – Students will apply geometric reasoning to triangles in real-world scenarios.

BENCHMARK / PROFICIENCY TM.GEO.6. Use trigonometric ratios to calculate angles and lengths of sides in real-world scenarios.

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Quiz 2
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Quiz 3
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Quiz 1
Unit 10: Quiz 2

BENCHMARK / PROFICIENCY TM.GEO.7. Apply right-triangle relationships using Pythagorean Theorem, special right triangles, and trigonometry in real-world scenarios.

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Quiz 2
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Quiz 3
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Quiz 1
Unit 10: Quiz 2

STRAND / TOPIC

TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.GEO.	Geometry
PERFORMANCE EXPECTATION		Visualizing Solid Shapes – Students will extend understanding of solid figures with and without technology.
BENCHMARK / PROFICIENCY	TM.GEO.8.	Demonstrate mastery of manipulating 2D and 3D figures.

DESCRIPTOR	Use cross-sections of 3D shapes to relate to 2D figures. <u>Geometry</u> Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures Unit 6: Quiz 3 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 2 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings Unit 8: Quiz 1

DESCRIPTOR	Use revolutions of 2D shapes to create a 3D object or space. <u>Geometry</u> Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures Unit 6: Quiz 3 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 2 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings Unit 8: Quiz 1

**STRAND /
TOPIC**

TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.GEO .	Geometry
PERFORMANCE EXPECTATION		Model with Transformations – Students will apply transformations to real-world scenarios.
BENCHMARK / PROFICIENCY	T.M.GEO .9.	Describe the transformation of polygons in the coordinate plane as they relate to real-world scenarios:

DESCRIPTOR	Transformations include: translation, reflection, rotation, and dilation <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3

**STRAND /
TOPIC**

QUANTITATIVE REASONING STANDARDS

CONTENT STANDARD	QR.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Probabilities – Students apply probabilistic reasoning to draw conclusions, to make decisions, and to evaluate outcomes of decisions.

BENCHMARK / PROFICIENCY	QR.SP.7.	Evaluate the validity of claims based on experimental and theoretical probabilities.
		<u>Geometry</u> Unit 10: Lab 10.1: Probability

**STRAND /
TOPIC**

QUANTITATIVE REASONING STANDARDS

CONTENT STANDARD	QR.SP.	Statistics & Probability

PERFORMANCE EXPECTATION		Probabilities – Students apply probabilistic reasoning to draw conclusions, to make decisions, and to evaluate outcomes of decisions.
BENCHMARK / PROFICIENCY	QR.SP.8	Apply rules of counting and probability to compute probabilities of compound real-world events:

DESCRIPTOR

Addition Rule of Probability

Geometry
Unit 10: Lab 10.1: Probability

DESCRIPTOR

Multiplication Rule of Probability

Geometry
Unit 10: Lab 10.1: Probability

DESCRIPTOR

Fundamental Counting Principle

Geometry
Unit 10: Lab 10.1: Probability

DESCRIPTOR

Permutation and combinations

Geometry
Unit 10: Lab 10.1: Probability

DESCRIPTOR

Visual representations

Geometry
Unit 10: Lab 10.1: Probability

STRAND / TOPIC

ADVANCED TOPICS & MODELING IN MATHEMATICS STANDARDS

CONTENT STANDARD	AT.FN.	Functions
PERFORMANCE EXPECTATION		Graphing Functions – Students analyze functions using graphing.
BENCHMARK / PROFICIENCY	AT.FN.3.	Graph functions expressed symbolically and show key features of the graph using technology.

DESCRIPTOR

Functions include exponential, logarithmic, and trigonometric functions.

Geometry
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Quiz 1
Unit 5: Quiz 2

STRAND / TOPIC

ADVANCED TOPICS & MODELING IN MATHEMATICS STANDARDS

CONTENT STANDARD	AT.SP.	Statistics & Probability

PERFORMANCE EXPECTATION		Expected Value – Students calculate and use expected values to solve problems.

BENCHMARK / PROFICIENCY AT.SP.3. Create a probability distribution using theoretical probabilities; calculate the expected value.

Geometry

Unit 10: Lab 10.1: Probability

STRAND / TOPIC

ADVANCED TOPICS & MODELING IN MATHEMATICS STANDARDS

CONTENT STANDARD	AT.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Decisions Using Probability – Students use probability to evaluate outcomes of decisions.

BENCHMARK / PROFICIENCY AT.SP.5. Analyze the costs and benefits of possible outcomes of making a decision by assigning probabilities to particular payoff values; calculate expected values.

Geometry

Unit 10: Lab 10.1: Probability

BENCHMARK / PROFICIENCY AT.SP.7. Analyze decisions and strategies using probability concepts.

Geometry

Unit 10: Lab 10.1: Probability

STRAND / TOPIC

ALGEBRA III STANDARDS

CONTENT STANDARD	A3.CNC.	Complex Numbers and Conic Sections
PERFORMANCE EXPECTATION		Complex Numbers – Students apply properties to complex numbers.

BENCHMARK / PROFICIENCY A3.CNC. 3. Identify, graph, write, and analyze equations of each type of conic section using properties and technology when appropriate.

DESCRIPTOR Conic sections include: circles, ellipses, parabolas, and hyperbolas

Geometry

Unit 8: Intro to conic sections

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.VM.	Vectors & Matrices
PERFORMANCE EXPECTATION		Vector Quantities – Students recognize, model, and write vector quantities.

BENCHMARK / PROFICIENCY	PC.VM.1.	Recognize that vector quantities have both magnitude and direction and can be represented by directed line segments. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	PC.VM.2.	Write vector quantities using appropriate symbols indicating magnitude and direction. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.VM.	Vectors & Matrices
PERFORMANCE EXPECTATION		Vector Operations – Students perform operations involving vectors.

BENCHMARK / PROFICIENCY	PC.VM.3.	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	PC.VM.4.	Solve problems involving velocity and other quantities that can be represented by vectors. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	PC.VM.5.	Add and subtract vectors graphically and algebraically. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	PC.VM.6.	Multiply a vector by a scalar graphically and analytically; reverse their direction when possible. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.TR.	Trigonometry
PERFORMANCE EXPECTATION		Radians – Students understand, explain, and describe radian measure.

BENCHMARK / PROFICIENCY PC.TR.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.2. Convert between radian and degree measure.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.3. Explain how the unit circle can be used to model sine, cosine, tangent, secant, cosecant, and cotangent for all real numbers.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.TR.	Trigonometry
PERFORMANCE EXPECTATION		Unit Circle – Students use the unit circle to express and find exact values for trigonometric functions.

BENCHMARK / PROFICIENCY PC.TR.4. Construct special right triangles on the unit circle to find the exact values of sine, cosine, tangent for $\pi/3$, $\pi/4$, $\pi/6$, and $\pi/2$.

Geometry

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 2 - Triangle Bisectors

Unit 5: Lesson 3 - Medians and Altitudes

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 9: Lesson 3 - Triangle Similarity

Unit 9: Lesson 4 - Triangle Proportionality

Unit 9: Quiz 2

Unit 10: Lesson 1 - Similarity in Right Triangles

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 1

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	PC.TR.5.	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 exact values for x , where x is one of these values: $\pi/3$, $\pi/4$, $\pi/6$, and $\pi/2$.
		Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.TR.	Trigonometry
PERFORMANCE EXPECTATION		Identities, Formulas, & Laws – Students develop and apply identities, formulas, and laws using trigonometry.

BENCHMARK / PROFICIENCY	PC.TR.6.	Develop the Pythagorean identity, $\sin^2(\theta) + \cos^2(\theta) = 1$.
		Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	PC.TR.7.	Apply the Pythagorean identity to find the remaining trigonometric functions when given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
		Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	PC.TR.8.	Develop addition, subtraction, double, and half-angle formulas for sine, cosine, and tangent and use them to solve problems, including verifying other identities.
		Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	PC.TR.9.	Develop the formula for the area of a triangle, $A = (1/2) ab \sin C$, using trigonometry.
		Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	PC.TR.10	Develop and apply the Law of Sines and the Law of Cosines to solve real-world and mathematical problems including finding unknown measurements in right and non-right triangles.
		Geometry Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	PC.TR.11	Define and use reciprocal functions, cosecant, secant, and cotangent to solve problems.
		Geometry Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 1 Unit 10: Quiz 3

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.TR.	Trigonometry
PERFORMANCE EXPECTATION		Solve & Graph – Students explore, solve, and sketch the graphs of periodic trigonometric functions.

BENCHMARK / PROFICIENCY PC.TR.12. Explain whether a trigonometric function is even or odd and recognize the periodicity of the graph using the unit circle.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.13. Graph trigonometric and inverse trigonometric functions and show period, midline, and amplitude.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.14. Select a trigonometric function that models real-world contexts.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.15. Explain how restricting the domain of a trigonometric function allows the creation of its inverse.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.16. Solve and evaluate the solution of trigonometric equations in real-world contexts; interpret the solution in terms of its context.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.17. Recognize that some trigonometric equations have infinitely many solutions and be able to state a general formula to represent the infinite solutions.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.TR.18. Calculate and interpret the average rate of change over a specified interval of a trigonometric function represented in a table, graph, or as an equation in the context of real-world and mathematical problems.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections

PERFORMANCE EXPECTATION		Derive Equations – Students derive equations for conic sections.

BENCHMARK / PROFICIENCY PC.CS.1. Derive the general form of the equation of a circle using the Distance Formula or Pythagorean Theorem.

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY PC.CS.2. Derive the equation of a parabola given a focus and directrix.

Geometry

Unit 7: Lesson 1 - Properties of Circles

Unit 8: Intro to conic sections

BENCHMARK / PROFICIENCY PC.CS.3. Derive the equations of ellipses and hyperbolas given the foci using the Distance Formula.

Geometry

Unit 1: Lesson 4 - Applying Formulas to Line Segments

Unit 1: Quiz 2

Unit 4: Lesson 6 - Triangles and Coordinate Proof

Unit 4: Quiz 3

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Quiz 2

Unit 7: Lesson 1 - Properties of Circles

Unit 8: Intro to conic sections

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Explore Equations – Students identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.

BENCHMARK / PROFICIENCY PC.CS.4. Find the equations for the asymptotes of a hyperbola.

Geometry

Unit 8: Intro to conic sections

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Explore Equations – Students identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.
BENCHMARK / PROFICIENCY	PC.CS.5.	Generate an equivalent form of an equation for a conic section by completing the square to identify key characteristics.

DESCRIPTOR Conic sections include: circles, ellipses, parabolas, and hyperbolas

Geometry

Unit 7: Lesson 1 - Properties of Circles

Unit 8: Intro to conic sections

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Explore Equations – Students identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.
BENCHMARK / PROFICIENCY	PC.CS.6.	Identify, graph, write, and analyze equations of each type of conic section using properties and technology when appropriate.

DESCRIPTOR Conic sections include: circles, ellipses, parabolas, and hyperbolas

Geometry

Unit 7: Lesson 1 - Properties of Circles

Unit 8: Intro to conic sections

DESCRIPTOR Properties include: symmetry, intercepts, foci, asymptotes, and eccentricity

Geometry

Unit 7: Lesson 1 - Properties of Circles

Unit 8: Intro to conic sections

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Systems of Equations & Inequalities – Students solve systems of equations and inequalities involving conic sections.
BENCHMARK / PROFICIENCY	PC.CS.7.	Solve systems of equations and inequalities involving conics and other types of equations, with and without technology.

DESCRIPTOR Equations include: conic-conic and conic-linear

Geometry

Unit 7: Lesson 1 - Properties of Circles

Unit 8: Intro to conic sections

STRAND / TOPIC

STATISTICS STANDARDS

CONTENT STANDARD	S.RP.	Conditional Probability & Rules of Probability
PERFORMANCE EXPECTATION		Compute Probability of Compound Events – Students use the rules of probability to compute probabilities of compound event.

BENCHMARK / PROFICIENCY S.RP.1. Determine unions or intersections of events in a sample space; determine complements of events.

Geometry

Unit 10: Lab 10.1: Probability

STRAND / TOPIC

STATISTICS STANDARDS

CONTENT STANDARD	S.RP.	Conditional Probability & Rules of Probability
PERFORMANCE EXPECTATION		Independence & Conditional Probability – Students understand and use independence and conditional probability to interpret data.

BENCHMARK / PROFICIENCY	S.RP.3.	Determine if two events, A and B, are independent when given the probabilities of A and B. <u>Geometry</u> Unit 10: Lab 10.1: Probability
BENCHMARK / PROFICIENCY	S.RP.4.	Calculate and use conditional probabilities to determine if events are independent. <u>Geometry</u> Unit 10: Lab 10.1: Probability
BENCHMARK / PROFICIENCY	S.RP.8.	Find the conditional probability of A given B, $P(A B)$, and interpret the answer in terms of the model, including two-way frequency tables and Venn diagrams. <u>Geometry</u> Unit 10: Lab 10.1: Probability
BENCHMARK / PROFICIENCY	S.RP.9.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ and interpret the answer. <u>Geometry</u> Unit 10: Lab 10.1: Probability
BENCHMARK / PROFICIENCY	S.RP.11.	Apply the general Multiplication Rule, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$ and interpret the answer. <u>Geometry</u> Unit 10: Lab 10.1: Probability

STRAND / TOPIC

STATISTICS STANDARDS

CONTENT STANDARD	S.PMD.	Use Probability to Make Decisions
PERFORMANCE EXPECTATION		Expected Values – Students calculate and use expected values of random variables to solve problems.
BENCHMARK / PROFICIENCY	S.PMD.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. <u>Geometry</u> Unit 1: Lesson 2 - Undefined Terms Unit 1: Quiz 1

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Interpret Key Features – Students interpret key features of equations that model linear relationships.

BENCHMARK / PROFICIENCY	A1.LFE.9.	Calculate and interpret the rate of change of a linear function represented in a table, graph, or as an equation in context of real-world and mathematical problems.
		<u>Geometry</u> Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph linear functions, equations, and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.1 5.	Write linear equations that model the relationship between two quantities and produce a graph of the equation.
		<u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3

BENCHMARK / PROFICIENCY	A1.LFE.1 6.	Graph linear functions expressed as an equation and show intercepts of the graph without technology.
		<u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Quiz 3

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CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Statistical Relationships – Students explore linear statistical relationships.

BENCHMARK / PROFICIENCY	A1.LFE.2 0.	Write linear functions that provide a reasonable fit to data and use them to make predictions, with and without technology; interpret the slope and y-intercept in context.
		<u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3

Main Criteria: Arkansas Standards
Secondary Criteria: Biology (2nd Edition)
Subject: Science
Grade: 9
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 9 - Adopted: 2016

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD		Cycling of Matter and Energy
PERFORMANCE EXPECTATION	BI-LS1-5.	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. <u>Biology (2nd Edition)</u> Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Quiz 1 Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lesson 5 - Photosynthesis Unit 4: Quiz 2 Unit 8: Lab: Controlling Plant Growth through Tropism Unit 8: Lesson 2 - Plant Processes Unit 8: Quiz 1
PERFORMANCE EXPECTATION	BI-LS1-7.	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. <u>Biology (2nd Edition)</u> Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lesson 6 - Energy Conversions Unit 4: Quiz 2 Unit 7: Lab: Yeast Fermentation Unit 8: Lesson 2 - Plant Processes Unit 8: Quiz 1
PERFORMANCE EXPECTATION	BI-LS2-3.	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 5 - Energy Flow Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lesson 6 - Energy Conversions Unit 4: Quiz 2 Unit 7: Lab: Yeast Fermentation Unit 7: Lesson 2 - Eubacteria Unit 8: Lesson 2 - Plant Processes Unit 8: Quiz 1

PERFORMANCE EXPECTATION	BI-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 5 - Energy Flow Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. <u>Biology (2nd Edition)</u> Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Quiz 1 Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3 Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lesson 5 - Photosynthesis Unit 4: Lesson 6 - Energy Conversions Unit 4: Quiz 2 Unit 8: Lab: Controlling Plant Growth through Tropism Unit 8: Lesson 2 - Plant Processes Unit 8: Quiz 1
PERFORMANCE EXPECTATION	BI-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD	Structure and Function
PERFORMANCE EXPECTATION	BI-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. <u>Biology (2nd Edition)</u> Unit 2: Activity: Biomolecule Sort Unit 2: Lab: DNA Model Unit 2: Lesson 6 - Nucleic Acids Unit 2: Quiz 2 Unit 5: Activity 2: Transcription and Translation Unit 5: Activity 3: Transcription and Translation Model Unit 5: Lesson 6 - DNA Replication Unit 5: Lesson 7 - DNA to Protein Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 9: Lesson 7 - Reproductive System Unit 9: Quiz 3

PERFORMANCE EXPECTATION	BI-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. <u>Biology (2nd Edition)</u> Unit 4: Lesson 3 - How Organisms Are Organized Unit 4: Quiz 1 Unit 8: Lesson 2 - Plant Processes Unit 8: Lesson 5 - Seedless Vascular Plants Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lab: Fetal Pig Dissection Unit 9: Lab: Maintaining Homeostasis Unit 9: Lesson 1 - Integumentary System Unit 9: Lesson 2 - Skeletal and Muscular Systems Unit 9: Lesson 3 - Respiratory and Circulatory Systems Unit 9: Lesson 4 - Digestive and Urinary Systems Unit 9: Lesson 5 - Nervous and Endocrine Systems Unit 9: Lesson 6 - Lymphatic and Immune Systems Unit 9: Lesson 7 - Reproductive System Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3
PERFORMANCE EXPECTATION	BI-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. <u>Biology (2nd Edition)</u> Unit 2: Quiz 1 Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: Permeability Unit 4: Lesson 4 - I Like to Move It Unit 4: Lesson 9 - Homeostasis in Cells Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 9: Lab: Maintaining Homeostasis Unit 9: Lesson 1 - Integumentary System Unit 9: Lesson 4 - Digestive and Urinary Systems Unit 9: Lesson 6 - Lymphatic and Immune Systems Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3

PERFORMANCE EXPECTATION	BI-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. <u>Biology (2nd Edition)</u> Unit 2: Activity: Biomolecule Sort Unit 2: Lab: DNA Model Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 2: Lesson 3 - The Chemistry of Life Unit 2: Lesson 4 - Carbohydrates and Lipids Unit 2: Lesson 5 - Proteins and Enzymes Unit 2: Lesson 6 - Nucleic Acids Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 4: Lesson 3 - How Organisms Are Organized Unit 4: Lesson 4 - I Like to Move It Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 5: Activity 2: Transcription and Translation Unit 5: Activity 3: Transcription and Translation Model Unit 5: Lesson 6 - DNA Replication Unit 5: Lesson 7 - DNA to Protein Unit 5: Quiz 2 Unit 5: Quiz 3

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Biology – Integrated

CONTENT STANDARD	Biodiversity and Population Dynamics

PERFORMANCE EXPECTATION	BI-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. <u>Biology (2nd Edition)</u> Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Quiz 3

PERFORMANCE EXPECTATION	BI-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Biology (2nd Edition)</u> Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lesson 2 - Biodiversity Unit 3: Lesson 4 - Ecosystem Relationships Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3

PERFORMANCE EXPECTATION	BI-LS2-6.	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lesson 5 - Energy Flow Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on Biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI3-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 9: Lab: Medical Engineering
PERFORMANCE EXPECTATION	BI3-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
STRAND / TOPIC	AR.BI.	Biology – Integrated
CONTENT STANDARD		Genetic Variations in Organisms

PERFORMANCE EXPECTATION	BI-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. <u>Biology (2nd Edition)</u> Unit 4: Lab: Mitosis Model Unit 4: Lesson 7 - Cell Growth Unit 4: Lesson 8 - Cell Division Unit 4: Quiz 3 Unit 5: Lesson 6 - DNA Replication Unit 5: Quiz 2 Unit 9: Lesson 7 - Reproductive System Unit 9: Quiz 3 Unit 10: Lab: Planarian
PERFORMANCE EXPECTATION	BI-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. <u>Biology (2nd Edition)</u> Unit 2: Activity: Biomolecule Sort Unit 2: Lab: DNA Model Unit 2: Lesson 6 - Nucleic Acids Unit 2: Quiz 2 Unit 4: Lesson 7 - Cell Growth Unit 4: Lesson 8 - Cell Division Unit 4: Quiz 3 Unit 5: Activity 2: Transcription and Translation Unit 5: Activity 3: Transcription and Translation Model Unit 5: Lab: Bean Genetics Model Unit 5: Lesson 1 - Introduction to Genetics Unit 5: Lesson 2 - Mendelian Genetics Unit 5: Lesson 3 - Probability and Heredity Unit 5: Lesson 5 - Meiosis Unit 5: Lesson 6 - DNA Replication Unit 5: Lesson 7 - DNA to Protein Unit 5: Lesson 8 - Genetic Disorders Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3
PERFORMANCE EXPECTATION	BI-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. <u>Biology (2nd Edition)</u> Unit 5: Activity 4: Illustrate Chromosome Mutations Unit 5: Lab: Meiosis and Fertilization Model Unit 5: Lesson 5 - Meiosis Unit 5: Lesson 8 - Genetic Disorders Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Lesson 6 - The Controversy of the Theory of Evolution Unit 6: Quiz 1 Unit 6: Quiz 2

PERFORMANCE EXPECTATION	BI-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. <u>Biology (2nd Edition)</u> Unit 5: Activity 1: Punnett Square and Probability Practice Unit 5: Lab: Bean Genetics Model Unit 5: Lesson 2 - Mendelian Genetics Unit 5: Lesson 3 - Probability and Heredity Unit 5: Lesson 4 - Non-Mendelian Genetics Unit 5: Lesson 5 - Meiosis Unit 5: Lesson 8 - Genetic Disorders Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Quiz 1
STRAND / TOPIC	AR.BI. Biology – Integrated
CONTENT STANDARD	Evolution by Natural Selection
PERFORMANCE EXPECTATION	BI-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. <u>Biology (2nd Edition)</u> Unit 6: Lesson 1 - Origins and Adaptations Unit 6: Lesson 2 - Evidence for the Theory of Evolution Unit 6: Quiz 1
PERFORMANCE EXPECTATION	BI-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. <u>Biology (2nd Edition)</u> Unit 6: Activity 1: Comic Strips Unit 6: Lab: Natural Selection Unit 6: Lesson 1 - Origins and Adaptations Unit 6: Lesson 3 - Natural Selection Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Lesson 6 - The Controversy of the Theory of Evolution Unit 6: Quiz 1 Unit 6: Quiz 2
PERFORMANCE EXPECTATION	BI-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. <u>Biology (2nd Edition)</u> Unit 6: Activity 1: Comic Strips Unit 6: Lab: Natural Selection Unit 6: Lesson 1 - Origins and Adaptations Unit 6: Lesson 3 - Natural Selection Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Quiz 1

PERFORMANCE EXPECTATION	BI-LS4-4.	Construct an explanation based on evidence for how natural selection leads to adaptation of populations. <u>Biology (2nd Edition)</u> Unit 6: Activity 1: Comic Strips Unit 6: Lab: Natural Selection Unit 6: Lesson 1 - Origins and Adaptations Unit 6: Lesson 3 - Natural Selection Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Quiz 1
PERFORMANCE EXPECTATION	BI-LS4-5.	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 6: Activity 1: Comic Strips Unit 6: Lab: Natural Selection Unit 6: Lesson 1 - Origins and Adaptations Unit 6: Lesson 2 - Evidence for the Theory of Evolution Unit 6: Lesson 3 - Natural Selection Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Quiz 1

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD		Life and Earth's Systems
PERFORMANCE EXPECTATION	BI-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Biology (2nd Edition)</u> Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Quiz 1
PERFORMANCE EXPECTATION	BI-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3

PERFORMANCE EXPECTATION	BI6-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 9: Lab: Medical Engineering
PERFORMANCE EXPECTATION	BI6-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 9: Lab: Medical Engineering

STRAND / TOPIC **AR.BI.** **Biology – Integrated**

CONTENT STANDARD		Human Impacts on Earth's Systems
PERFORMANCE EXPECTATION	BI-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	BI-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3

PERFORMANCE E EXPECTATION	BI-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE E EXPECTATION	BI7-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 9 - Genetics Technology Unit 5: Quiz 3 Unit 7: Lesson 5 - Viruses and Disease Unit 7: Lesson 9 - Fungi Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 9: Lab: Medical Engineering
PERFORMANCE E EXPECTATION	BI7-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
STRAND / TOPIC	AR.CI.	Chemistry – Integrated
CONTENT STANDARD		Nuclear Reactions
PERFORMANCE E EXPECTATION	CI2-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3 Unit 9: Lab: Medical Engineering
STRAND / TOPIC	AR.CI.	Chemistry – Integrated
CONTENT STANDARD		Energy Flow
PERFORMANCE E EXPECTATION	CI-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3

STRAND / TOPIC **AR.CII. Chemistry II**

CONTENT STANDARD		Properties of Matter
PERFORMANCE EXPECTATION	CII-PS2-3AR.	Use mathematical representations to quantify matter through the analysis of patterns in chemical compounds. <u>Biology (2nd Edition)</u> Unit 2: Activity: Biomolecule Sort Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 2: Lesson 3 - The Chemistry of Life Unit 2: Quiz 1

STRAND / TOPIC **AR.ES. Earth Science**

CONTENT STANDARD		Earth's Systems
PERFORMANCE EXPECTATION	ES-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES-ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES2-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES2-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3 Unit 9: Lab: Medical Engineering

STRAND / TOPIC **AR.ES. Earth Science**

CONTENT STANDARD		Human Sustainability

PERFORMANCE EXPECTATION	ES- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES- ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES- ESS3-3.	Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES- ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES- ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES3- ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	ES3- ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3

PERFORMANCE EXPECTATION	ES3-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3

STRAND / TOPIC

AR.ES. Earth Science

CONTENT STANDARD		Weather and Climate

PERFORMANCE EXPECTATION	ES-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3

PERFORMANCE EXPECTATION	ES-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3

PERFORMANCE EXPECTATION	ES4-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3

STRAND / TOPIC

AR.EVS. Environmental Science

CONTENT STANDARD		Systems

PERFORMANCE EXPECTATION	EVS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3

PERFORMANCE EXPECTATION	EVS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Biology (2nd Edition)</u> Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Quiz 1

PERFORMANCE EXPECTATION	EVS- ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3
PERFORMANCE EXPECTATION	EVS- ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3
PERFORMANCE EXPECTATION	EVS1- ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3

STRAND / TOPIC **AR.EVS. Environmental Science**

CONTENT STANDARD		Energy
PERFORMANCE EXPECTATION	EVS- ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 3

STRAND / TOPIC **AR.EVS. Environmental Science**

CONTENT STANDARD		Populations
PERFORMANCE EXPECTATION	EVS- LS2-1.	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. <u>Biology (2nd Edition)</u> Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Quiz 3

PERFORMANCE EXPECTATION	EVS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Biology (2nd Edition)</u> Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lesson 2 - Biodiversity Unit 3: Lesson 4 - Ecosystem Relationships Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	EVS-LS2-6.	Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lesson 5 - Energy Flow Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	EVS3-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
STRAND / TOPIC	AR.EVS. Environmental Science	
CONTENT STANDARD		Sustainability
PERFORMANCE EXPECTATION	EVS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrences of natural hazards, and changes in climate have influenced human activity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	EVS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3

PERFORMANCE E EXPECTATION	EVS- ESS3-3.	Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE E EXPECTATION	EVS- ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE E EXPECTATION	EVS- ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. <u>Biology (2nd Edition)</u> Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE E EXPECTATION	EVS- LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE E EXPECTATION	EVS- LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE E EXPECTATION	EVS4- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3

STRAND / TOPIC **AR.HAP. Human Anatomy and Physiology**

CONTENT STANDARD	Patterns

PERFORMANCE EXPECTATION	HAP-LS1-1AR.	Construct an explanation based on evidence obtained from a variety of sources for the pattern of hierarchical organization of each body system:
BENCHMARK / PROFICIENCY	HAP-LS1-1AR.1.	Integumentary System <u>Biology (2nd Edition)</u> Unit 9: Lesson 1 - Integumentary System Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 1 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP-LS1-1AR.2.	Skeletal System <u>Biology (2nd Edition)</u> Unit 9: Lesson 2 - Skeletal and Muscular Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 1 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP-LS1-1AR.3.	Muscular System <u>Biology (2nd Edition)</u> Unit 9: Lesson 2 - Skeletal and Muscular Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 1 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP-LS1-1AR.4.	Respiratory System <u>Biology (2nd Edition)</u> Unit 9: Lab: Maintaining Homeostasis Unit 9: Lesson 3 - Respiratory and Circulatory Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 1 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP-LS1-1AR.5.	Circulatory System <u>Biology (2nd Edition)</u> Unit 5: Lesson 4 - Non-Mendelian Genetics Unit 5: Quiz 2 Unit 9: Lab: Maintaining Homeostasis Unit 9: Lesson 3 - Respiratory and Circulatory Systems Unit 9: Lesson 6 - Lymphatic and Immune Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP-LS1-1AR.6.	Digestive System <u>Biology (2nd Edition)</u> Unit 9: Lesson 4 - Digestive and Urinary Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	HAP- LS1- 1AR.7.	Nervous System <u>Biology (2nd Edition)</u> Unit 9: Lesson 5 - Nervous and Endocrine Systems Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 2 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP- LS1- 1AR.8.	Endocrine System <u>Biology (2nd Edition)</u> Unit 9: Lesson 5 - Nervous and Endocrine Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 2 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP- LS1- 1AR.9.	Lymphatic System <u>Biology (2nd Edition)</u> Unit 9: Lesson 6 - Lymphatic and Immune Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 2 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP- LS1- 1AR.10.	Urinary System <u>Biology (2nd Edition)</u> Unit 9: Lesson 4 - Digestive and Urinary Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 2 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	HAP- LS1- 1AR.11.	Reproductive Systems <u>Biology (2nd Edition)</u> Unit 9: Lesson 7 - Reproductive System Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 3
STRAND / TOPIC	AR.HAP.	Human Anatomy and Physiology
CONTENT STANDARD		Stability and Change

PERFORMANCE EXPECTATION	HAP-LS4-1AR.	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. <u>Biology (2nd Edition)</u> Unit 2: Quiz 1 Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: Permeability Unit 4: Lesson 4 - I Like to Move It Unit 4: Lesson 9 - Homeostasis in Cells Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 9: Lab: Maintaining Homeostasis Unit 9: Lesson 1 - Integumentary System Unit 9: Lesson 4 - Digestive and Urinary Systems Unit 9: Lesson 5 - Nervous and Endocrine Systems Unit 9: Lesson 6 - Lymphatic and Immune Systems Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3

STRAND / TOPIC **AR.HAP. Human Anatomy and Physiology**

CONTENT STANDARD		Cause and Effect

PERFORMANCE EXPECTATION	HAP-LS5-1AR.	Argue from evidence the cause(s) for a dysfunction in a body system and the mechanisms by which it occurred. <u>Biology (2nd Edition)</u> Unit 4: Lesson 9 - Homeostasis in Cells Unit 4: Quiz 3 Unit 5: Lesson 4 - Non-Mendelian Genetics Unit 5: Lesson 8 - Genetic Disorders Unit 5: Quiz 2 Unit 5: Quiz 3

STRAND / TOPIC **AR.HAP. Human Anatomy and Physiology**

CONTENT STANDARD		Energy and Matter

PERFORMANCE EXPECTATION	HAP-LS6-1AR.	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy among body systems and their associated processes. <u>Biology (2nd Edition)</u> Unit 9: Lesson 4 - Digestive and Urinary Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Quiz 2 Unit 9: Quiz 3

STRAND / TOPIC **AR.HAP. Human Anatomy and Physiology**

CONTENT STANDARD		Systems and System Models

PERFORMANCE EXPECTATION	HAP-LS7-1AR.	Develop and use a model to illustrate the interactions between systems that control or affect specific functions within the human body. <u>Biology (2nd Edition)</u> Unit 9: Lesson 5 - Nervous and Endocrine Systems Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment Unit 9: Quiz 2 Unit 9: Quiz 3

STRAND / TOPIC **AR.HAP. Human Anatomy and Physiology**

CONTENT STANDARD		Career Exploration with Engineering Practices
PERFORMANCE EXPECTATION	HAP-8-1AR.	Obtain, evaluate, and communicate information related to health science professions. <u>Biology (2nd Edition)</u> Unit 4: Lesson 9 - Homeostasis in Cells Unit 7: Lesson 3 - Archaea
PERFORMANCE EXPECTATION	HAP-8-2AR.	Design a solution to a complex real-world problem affecting body systems that can be solved through engineering. <u>Biology (2nd Edition)</u> Unit 7: Lesson 5 - Viruses and Disease Unit 7: Quiz 2 Unit 9: Lab: Medical Engineering
PERFORMANCE EXPECTATION	HAP-8-3AR.	Evaluate a solution to a complex real-world human health problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 5: Lesson 9 - Genetics Technology Unit 5: Quiz 3 Unit 7: Activity: Vaccines Unit 7: Lesson 5 - Viruses and Disease Unit 7: Quiz 2 Unit 9: Lesson 7 - Reproductive System Unit 9: Quiz 3

STRAND / TOPIC **AR.PSI. Physical Science – Integrated**

CONTENT STANDARD		Matter in Organisms
PERFORMANCE EXPECTATION	PSI-LS1-5.	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. <u>Biology (2nd Edition)</u> Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Quiz 1 Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lesson 5 - Photosynthesis Unit 4: Quiz 2 Unit 8: Lab: Controlling Plant Growth through Tropism Unit 8: Lesson 2 - Plant Processes Unit 8: Quiz 1

PERFORMANCE EXPECTATION	PSI-LS1-7.	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. <u>Biology (2nd Edition)</u> Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lesson 6 - Energy Conversions Unit 4: Quiz 2 Unit 7: Lab: Yeast Fermentation Unit 8: Lesson 2 - Plant Processes Unit 8: Quiz 1
PERFORMANCE EXPECTATION	PSI-LS2-4.	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lesson 5 - Energy Flow Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	PSI2-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. <u>Biology (2nd Edition)</u> Unit 2: Lesson 3 - The Chemistry of Life Unit 2: Quiz 1
STRAND / TOPIC	AR.PSI.	Physical Science – Integrated
CONTENT STANDARD		Forces and Motion
PERFORMANCE EXPECTATION	PSI3-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
STRAND / TOPIC	AR.PSI.	Physical Science – Integrated
CONTENT STANDARD		Interactions of Humans and the Environment
PERFORMANCE EXPECTATION	PSI-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3

PERFORMANCE EXPECTATION	PSI-LS4-5.	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 6: Activity 1: Comic Strips Unit 6: Lab: Natural Selection Unit 6: Lesson 1 - Origins and Adaptations Unit 6: Lesson 2 - Evidence for the Theory of Evolution Unit 6: Lesson 3 - Natural Selection Unit 6: Lesson 4 - Mechanics of the Theory of Evolution Unit 6: Quiz 1
PERFORMANCE EXPECTATION	PSI-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Biology (2nd Edition)</u> Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	PSI-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. <u>Biology (2nd Edition)</u> Unit 3: Lesson 9 - Conservation Unit 3: Quiz 3
PERFORMANCE EXPECTATION	PSI6-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	PSI6-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3
PERFORMANCE EXPECTATION	PSI6-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Biology (2nd Edition)</u> Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 9 - Conservation Unit 3: Quiz 2 Unit 3: Quiz 3

**STRAND /
TOPIC** **AR.P.** **Physics**

CONTENT STANDARD		Work and Energy

PERFORMANCE EXPECTATION P2-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Biology (2nd Edition)

Unit 3: Lesson 9 - Conservation

Unit 3: Quiz 3

Unit 9: Lab: Medical Engineering

**STRAND /
TOPIC** **AR.P.** **Physics**

CONTENT STANDARD		Heat and Thermodynamics

PERFORMANCE EXPECTATION P3-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Biology (2nd Edition)

Unit 3: Lesson 9 - Conservation

Unit 3: Quiz 3

PERFORMANCE EXPECTATION P3-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Biology (2nd Edition)

Unit 3: Lesson 9 - Conservation

Unit 3: Quiz 3

Unit 9: Lab: Medical Engineering

PERFORMANCE EXPECTATION P3-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Biology (2nd Edition)

Unit 3: Lesson 9 - Conservation

Unit 3: Quiz 3

**STRAND /
TOPIC** **AR.P.** **Physics**

CONTENT STANDARD		Electricity

PERFORMANCE EXPECTATION P5-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Biology (2nd Edition)

Unit 3: Lesson 9 - Conservation

Unit 3: Quiz 3

Grade: 9 - Adopted: 2010

**STRAND /
TOPIC** **AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects**
-10.

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE EXPECTATION	RST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Quiz 1 Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 7: Activity: Vaccines
PERFORMANCE EXPECTATION	RST.9-10.2.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 1 - Asking about Life Unit 1: Lesson 2 - Biology and Society Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Lesson 4 - How to Plan a Biology Investigation Unit 1: Lesson 5 - Models and Data Unit 1: Lesson 6 - Unit's of Measurement Unit 1: Lesson 7 - Unit Conversions Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 8 - Graph the Data Unit 1: Lesson 9 - Science Safety Unit 2: Activity: Biomolecule Sort Unit 2: Lab: DNA Model Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Lesson 3 - The Chemistry of Life Unit 2: Lesson 4 - Carbohydrates and Lipids Unit 2: Lesson 5 - Proteins and Enzymes Unit 2: Lesson 6 - Nucleic Acids Unit 2: Lesson 7 - Evaluating Research and Design Unit 2: Lesson 8 - Evaluating Data Unit 3: Activity 1: Removing a Strand of a Food Web Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lab: Predator-Prey Model Unit 3: Lesson 1 - Introduction to Ecosystems Unit 3: Lesson 2 - Biodiversity Unit 3: Lesson 3 - Biomes Unit 3: Lesson 4 - Ecosystem Relationships Unit 3: Lesson 5 - Energy Flow Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability Unit 3: Lesson 7 - Ecosystem Structure and Stability Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles Unit 3: Lesson 9 - Conservation Unit 4: Activity: Photosynthesis and Respiration Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: How to Use a Microscope Unit 4: Lab: Mitosis Model Unit 4: Lab: Permeability Unit 4: Lesson 1 - What is a cell? Unit 4: Lesson 2 - The Basic Plant and Animal Cell Unit 4: Lesson 3 - How Organisms Are Organized Unit 4: Lesson 4 - I Like to Move It Unit 4: Lesson 5 - Photosynthesis Unit 4: Lesson 6 - Energy Conversions Unit 4: Lesson 7 - Cell Growth Unit 4: Lesson 8 - Cell Division Unit 4: Lesson 9 - Homeostasis in Cells Unit 5: Activity 1: Punnett Square and Probability Practice

Unit 5: Activity 2: Transcription and Translation
Unit 5: Activity 3: Transcription and Translation Model
Unit 5: Activity 4: Illustrate Chromosome Mutations
Unit 5: Lab: Bean Genetics Model
Unit 5: Lab: DNA Replication Model
Unit 5: Lab: Meiosis and Fertilization Model
Unit 5: Lesson 1 - Introduction to Genetics
Unit 5: Lesson 2 - Mendelian Genetics
Unit 5: Lesson 3 - Probability and Heredity
Unit 5: Lesson 4 - Non-Mendelian Genetics
Unit 5: Lesson 5 - Meiosis
Unit 5: Lesson 6 - DNA Replication
Unit 5: Lesson 7 - DNA to Protein
Unit 5: Lesson 8 - Genetic Disorders
Unit 5: Lesson 9 - Genetics Technology
Unit 6: Activity 1: Comic Strips
Unit 6: Lab: Genetic Drift and Bottleneck Effect
Unit 6: Lab: Natural Selection
Unit 6: Lesson 1 - Origins and Adaptations
Unit 6: Lesson 2 - Evidence for the Theory of Evolution
Unit 6: Lesson 3 - Natural Selection
Unit 6: Lesson 4 - Mechanics of the Theory of Evolution
Unit 6: Lesson 5 - Origin of Life
Unit 6: Lesson 6 - The Controversy of the Theory of Evolution
Unit 6: Lesson 7 - Organizing Life
Unit 6: Lesson 8 - Classifying Life
Unit 7: Activity: Vaccines
Unit 7: Lab: Growing Cultures
Unit 7: Lab: Pond Scum
Unit 7: Lab: Yeast Fermentation
Unit 7: Lesson 1 - Bacteria
Unit 7: Lesson 2 - Eubacteria
Unit 7: Lesson 3 - Archaea
Unit 7: Lesson 4 - Introduction to Viruses
Unit 7: Lesson 5 - Viruses and Disease
Unit 7: Lesson 6 - Comparing Viruses and Cells
Unit 7: Lesson 7 - Animal-Like Protists
Unit 7: Lesson 8 - Plant-Like and Fungus-Like Protists
Unit 7: Lesson 9 - Fungi
Unit 8: Lab: Controlling Plant Growth through Tropism
Unit 8: Lab: Plant Experiment
Unit 8: Lab: Stoma Cells in Plants
Unit 8: Lesson 1 - Introduction to Plants
Unit 8: Lesson 2 - Plant Processes
Unit 8: Lesson 3 - Plant Responses
Unit 8: Lesson 4 - Nonvascular Plants
Unit 8: Lesson 5 - Seedless Vascular Plants
Unit 8: Lesson 6 - Gymnosperms
Unit 8: Lesson 7 - Angiosperms
Unit 8: Lesson 8 - Flowers
Unit 8: Lesson 9 - Fertilization and Germination
Unit 9: Lab: Fetal Pig Dissection
Unit 9: Lab: Maintaining Homeostasis
Unit 9: Lab: Medical Engineering
Unit 9: Lab: Toeprints
Unit 9: Lesson 1 - Integumentary System
Unit 9: Lesson 2 - Skeletal and Muscular Systems
Unit 9: Lesson 3 - Respiratory and Circulatory Systems
Unit 9: Lesson 4 - Digestive and Urinary Systems
Unit 9: Lesson 5 - Nervous and Endocrine Systems
Unit 9: Lesson 6 - Lymphatic and Immune Systems
Unit 9: Lesson 7 - Reproductive System
Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption
Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment
Unit 10: Activity: Biology Careers
Unit 10: Lab: Comparing Mammal Hair
Unit 10: Lab: Pill Bug
Unit 10: Lab: Planarian

Unit 10: Lab: Roundworms
 Unit 10: Lesson 1 - Introduction to Animals
 Unit 10: Lesson 2 - Animal Behavior
 Unit 10: Lesson 3 - Invertebrates—Sponges, Cnidarians, Flatworms, and Roundworms
 Unit 10: Lesson 4 - Mollusks and Segmented Worms
 Unit 10: Lesson 5 - Arthropods
 Unit 10: Lesson 6 - Echinoderms and Invertebrate Chordates
 Unit 10: Lesson 7 - Fishes and Amphibians
 Unit 10: Lesson 8 - Reptiles and Birds
 Unit 10: Lesson 9 - Mammals

PERFORMANCE EXPECTATION	RST.9-10.3.	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.

Biology (2nd Edition)

Unit 1: Lab: Rectangle or Square, Part One
 Unit 1: Lab: Rectangle or Square, Part Two
 Unit 2: Lab: Enzymes in Digestion
 Unit 2: Lab: Organic Compound Mystery—Who took Steve’s tablet?
 Unit 3: Lab: Acid Rain Effects on Plant Stability
 Unit 3: Lab: Predator-Prey Model
 Unit 4: Lab: Diffusion vs. Osmosis
 Unit 4: Lab: How to Use a Microscope
 Unit 4: Lab: Mitosis Model
 Unit 4: Lab: Permeability
 Unit 5: Lab: Bean Genetics Model
 Unit 5: Lab: DNA Replication Model
 Unit 5: Lab: Meiosis and Fertilization Model
 Unit 6: Lab: Genetic Drift and Bottleneck Effect
 Unit 6: Lab: Natural Selection
 Unit 7: Lab: Growing Cultures
 Unit 7: Lab: Pond Scum
 Unit 7: Lab: Yeast Fermentation
 Unit 8: Lab: Controlling Plant Growth through Tropism
 Unit 8: Lab: Plant Experiment
 Unit 8: Lab: Stoma Cells in Plants
 Unit 9: Lab: Fetal Pig Dissection
 Unit 9: Lab: Maintaining Homeostasis
 Unit 9: Lab: Toeprints
 Unit 10: Lab: Comparing Mammal Hair
 Unit 10: Lab: Pill Bug
 Unit 10: Lab: Planarian
 Unit 10: Lab: Roundworms

STRAND / TOPIC **AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.**

CONTENT STANDARD		Craft and Structure

PERFORMANCE EXPECTATION	RST.9-10.4.	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.

Biology (2nd Edition)

Unit 1: Activity: Claim - Evidence - Reasoning
 Unit 1: Lab: Rectangle or Square, Part One
 Unit 1: Lab: Rectangle or Square, Part Two
 Unit 1: Lesson 1 - Asking about Life
 Unit 1: Lesson 2 - Biology and Society
 Unit 1: Lesson 3 - Thinking Like a Life Scientist
 Unit 1: Lesson 4 - How to Plan a Biology Investigation
 Unit 1: Lesson 5 - Models and Data
 Unit 1: Lesson 6 - Unit's of Measurement
 Unit 1: Lesson 7 - Unit Conversions
 Unit 1: Lesson 8 - Analyzing Data
 Unit 1: Lesson 8 - Graph the Data
 Unit 1: Lesson 9 - Science Safety

Unit 2: Activity: Biomolecule Sort
Unit 2: Lab: DNA Model
Unit 2: Lab: Enzymes in Digestion
Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet?
Unit 2: Lesson 2 - The Needs of Living Things
Unit 2: Lesson 3 - The Chemistry of Life
Unit 2: Lesson 4 - Carbohydrates and Lipids
Unit 2: Lesson 5 - Proteins and Enzymes
Unit 2: Lesson 6 - Nucleic Acids
Unit 2: Lesson 7 - Evaluating Research and Design
Unit 2: Lesson 8 - Evaluating Data
Unit 3: Activity 1: Removing a Strand of a Food Web
Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles
Unit 3: Lab: Acid Rain Effects on Plant Stability
Unit 3: Lab: Ecosystem Relationships and Stability
Unit 3: Lab: Predator-Prey Model
Unit 3: Lesson 1 - Introduction to Ecosystems
Unit 3: Lesson 2 - Biodiversity
Unit 3: Lesson 3 - Biomes
Unit 3: Lesson 4 - Ecosystem Relationships
Unit 3: Lesson 5 - Energy Flow
Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability
Unit 3: Lesson 7 - Ecosystem Structure and Stability
Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles
Unit 3: Lesson 9 - Conservation
Unit 4: Activity: Photosynthesis and Respiration
Unit 4: Lab: Diffusion vs. Osmosis
Unit 4: Lab: How to Use a Microscope
Unit 4: Lab: Mitosis Model
Unit 4: Lab: Permeability
Unit 4: Lesson 1 - What is a cell?
Unit 4: Lesson 2 - The Basic Plant and Animal Cell
Unit 4: Lesson 3 - How Organisms Are Organized
Unit 4: Lesson 4 - I Like to Move It
Unit 4: Lesson 5 - Photosynthesis
Unit 4: Lesson 6 - Energy Conversions
Unit 4: Lesson 7 - Cell Growth
Unit 4: Lesson 8 - Cell Division
Unit 4: Lesson 9 - Homeostasis in Cells
Unit 5: Activity 1: Punnett Square and Probability Practice
Unit 5: Activity 2: Transcription and Translation
Unit 5: Activity 3: Transcription and Translation Model
Unit 5: Activity 4: Illustrate Chromosome Mutations
Unit 5: Lab: Bean Genetics Model
Unit 5: Lab: DNA Replication Model
Unit 5: Lab: Meiosis and Fertilization Model
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Unit 5: Lesson 7 - DNA to Protein
Unit 5: Lesson 8 - Genetic Disorders
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Unit 6: Lesson 6 - The Controversy of the Theory of Evolution
Unit 6: Lesson 7 - Organizing Life
Unit 6: Lesson 8 - Classifying Life
Unit 7: Activity: Vaccines
Unit 7: Lab: Growing Cultures
Unit 7: Lab: Pond Scum

Unit 7: Lab: Yeast Fermentation
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 Unit 7: Lesson 2 - Eubacteria
 Unit 7: Lesson 3 - Archaea
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 Unit 7: Lesson 6 - Comparing Viruses and Cells
 Unit 7: Lesson 7 - Animal-Like Protists
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 Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment
 Unit 10: Activity: Biology Careers
 Unit 10: Lab: Comparing Mammal Hair
 Unit 10: Lab: Pill Bug
 Unit 10: Lab: Planarian
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 Unit 10: Lesson 8 - Reptiles and Birds
 Unit 10: Lesson 9 - Mammals

PERFORMANC
 E
 EXPECTATION

RST.9-
 10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

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 Unit 1: Lesson 8 - Graph the Data
 Unit 1: Lesson 9 - Science Safety

Unit 2: Activity: Biomolecule Sort
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Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet?
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Unit 2: Lesson 3 - The Chemistry of Life
Unit 2: Lesson 4 - Carbohydrates and Lipids
Unit 2: Lesson 5 - Proteins and Enzymes
Unit 2: Lesson 6 - Nucleic Acids
Unit 2: Lesson 7 - Evaluating Research and Design
Unit 2: Lesson 8 - Evaluating Data
Unit 3: Activity 1: Removing a Strand of a Food Web
Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles
Unit 3: Lab: Acid Rain Effects on Plant Stability
Unit 3: Lab: Ecosystem Relationships and Stability
Unit 3: Lab: Predator-Prey Model
Unit 3: Lesson 1 - Introduction to Ecosystems
Unit 3: Lesson 2 - Biodiversity
Unit 3: Lesson 3 - Biomes
Unit 3: Lesson 4 - Ecosystem Relationships
Unit 3: Lesson 5 - Energy Flow
Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability
Unit 3: Lesson 7 - Ecosystem Structure and Stability
Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles
Unit 3: Lesson 9 - Conservation
Unit 4: Activity: Photosynthesis and Respiration
Unit 4: Lab: Diffusion vs. Osmosis
Unit 4: Lab: How to Use a Microscope
Unit 4: Lab: Mitosis Model
Unit 4: Lab: Permeability
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STRAND / TOPIC **AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.**

**CONTENT
STANDARD**

Integration of Knowledge and Ideas

PERFORMANCE E EXPECTATION	RST.9-10.7.	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. <u>Biology (2nd Edition)</u> Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 5 - Models and Data Unit 1: Lesson 7 - Unit Conversions Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 8 - Graph the Data Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lab: DNA Model Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lab: Predator-Prey Model Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: How to Use a Microscope Unit 4: Lab: Mitosis Model Unit 4: Lab: Permeability Unit 5: Activity 3: Transcription and Translation Model Unit 5: Activity 4: Illustrate Chromosome Mutations Unit 5: Lab: Bean Genetics Model Unit 5: Lab: DNA Replication Model Unit 5: Lab: Meiosis and Fertilization Model Unit 6: Activity 1: Comic Strips Unit 6: Lab: Genetic Drift and Bottleneck Effect Unit 6: Lab: Natural Selection Unit 7: Activity: Bacteria Diagrams Unit 7: Lab: Growing Cultures Unit 7: Lab: Pond Scum Unit 7: Lab: Yeast Fermentation Unit 8: Lab: Controlling Plant Growth through Tropism Unit 8: Lab: Plant Experiment Unit 8: Lab: Stoma Cells in Plants Unit 9: Lab: Fetal Pig Dissection Unit 9: Lab: Maintaining Homeostasis Unit 9: Lab: Medical Engineering Unit 9: Lab: Toeprints Unit 10: Lab: Comparing Mammal Hair Unit 10: Lab: Pill Bug Unit 10: Lab: Planarian Unit 10: Lab: Roundworms
PERFORMANCE E EXPECTATION	RST.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <u>Biology (2nd Edition)</u> Unit 2: Lesson 7 - Evaluating Research and Design Unit 2: Quiz 3 Unit 3: Activity 1: Removing a Strand of a Food Web Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers
PERFORMANCE E EXPECTATION	RST.9-10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 1 - Asking about Life

Unit 1: Lesson 2 - Biology and Society
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Unit 1: Quiz 1
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Unit 2: Lab: Enzymes in Digestion
Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet?
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Unit 6: Lesson 1 - Origins and Adaptations

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**STRAND /
TOPIC**

**AR.RST.9 Reading Standards for Literacy in Science and Technical Subjects
-10.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E	RST.9- 10.10.	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

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CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

Biology (2nd Edition)

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Unit 8: Lab: Plant Experiment
Unit 10: Lab: Pill Bug

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

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Unit 7: Lab: Yeast Fermentation
Unit 8: Lab: Plant Experiment
Unit 9: Lab: Toeprints

BENCHMARK / PROFICIENCY WHST.9-10.1(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.

Biology (2nd Edition)

Unit 1: Activity: Claim - Evidence - Reasoning
Unit 1: Lesson 3 - Thinking Like a Life Scientist
Unit 1: Quiz 1
Unit 3: Lab: Acid Rain Effects on Plant Stability
Unit 7: Activity: Vaccines

BENCHMARK / PROFICIENCY	WHST.9- 10.1(e)	Provide a concluding statement or section that follows from or supports the argument presented. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Quiz 1 Unit 2: Lab: DNA Model Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lab: Predator-Prey Model Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: How to Use a Microscope Unit 4: Lab: Mitosis Model Unit 4: Lab: Permeability Unit 5: Lab: Bean Genetics Model Unit 5: Lab: DNA Replication Model Unit 5: Lab: Meiosis and Fertilization Model Unit 6: Lab: Genetic Drift and Bottleneck Effect Unit 6: Lab: Natural Selection Unit 7: Activity: Vaccines Unit 7: Lab: Growing Cultures Unit 7: Lab: Pond Scum Unit 7: Lab: Yeast Fermentation Unit 8: Lab: Controlling Plant Growth through Tropism Unit 8: Lab: Plant Experiment Unit 8: Lab: Stoma Cells in Plants Unit 9: Lab: Fetal Pig Dissection Unit 9: Lab: Maintaining Homeostasis Unit 9: Lab: Medical Engineering Unit 9: Lab: Toeprints Unit 10: Lab: Comparing Mammal Hair Unit 10: Lab: Pill Bug Unit 10: Lab: Planarian Unit 10: Lab: Roundworms

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 1 - Asking about Life Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Quiz 1 Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: Permeability Unit 7: Activity: Vaccines Unit 7: Lab: Yeast Fermentation Unit 8: Lab: Plant Experiment Unit 10: Activity: Biology Careers Unit 10: Lab: Pill Bug
BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Quiz 1 Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers
BENCHMARK / PROFICIENCY	WHST.9- 10.2(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. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 1 - Asking about Life Unit 1: Lesson 2 - Biology and Society Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Lesson 4 - How to Plan a Biology Investigation Unit 1: Lesson 5 - Models and Data Unit 1: Lesson 6 - Unit's of Measurement Unit 1: Lesson 7 - Unit Conversions Unit 1: Lesson 8 - Analyzing Data Unit 1: Lesson 8 - Graph the Data Unit 1: Lesson 9 - Science Safety Unit 2: Activity: Biomolecule Sort Unit 2: Lab: DNA Model Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 2: Lesson 2 - The Needs of Living Things Unit 2: Lesson 3 - The Chemistry of Life Unit 2: Lesson 4 - Carbohydrates and Lipids Unit 2: Lesson 5 - Proteins and Enzymes Unit 2: Lesson 6 - Nucleic Acids Unit 2: Lesson 7 - Evaluating Research and Design Unit 2: Lesson 8 - Evaluating Data Unit 3: Activity 1: Removing a Strand of a Food Web Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lab: Predator-Prey Model

Unit 3: Lesson 1 - Introduction to Ecosystems
Unit 3: Lesson 2 - Biodiversity
Unit 3: Lesson 3 - Biomes
Unit 3: Lesson 4 - Ecosystem Relationships
Unit 3: Lesson 5 - Energy Flow
Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability
Unit 3: Lesson 7 - Ecosystem Structure and Stability
Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles
Unit 3: Lesson 9 - Conservation
Unit 4: Activity: Photosynthesis and Respiration
Unit 4: Lab: Diffusion vs. Osmosis
Unit 4: Lab: How to Use a Microscope
Unit 4: Lab: Mitosis Model
Unit 4: Lab: Permeability
Unit 4: Lesson 1 - What is a cell?
Unit 4: Lesson 2 - The Basic Plant and Animal Cell
Unit 4: Lesson 3 - How Organisms Are Organized
Unit 4: Lesson 4 - I Like to Move It
Unit 4: Lesson 5 - Photosynthesis
Unit 4: Lesson 6 - Energy Conversions
Unit 4: Lesson 7 - Cell Growth
Unit 4: Lesson 8 - Cell Division
Unit 4: Lesson 9 - Homeostasis in Cells
Unit 5: Activity 1: Punnett Square and Probability Practice
Unit 5: Activity 2: Transcription and Translation
Unit 5: Activity 3: Transcription and Translation Model
Unit 5: Activity 4: Illustrate Chromosome Mutations
Unit 5: Lab: Bean Genetics Model
Unit 5: Lab: DNA Replication Model
Unit 5: Lab: Meiosis and Fertilization Model
Unit 5: Lesson 1 - Introduction to Genetics
Unit 5: Lesson 2 - Mendelian Genetics
Unit 5: Lesson 3 - Probability and Heredity
Unit 5: Lesson 4 - Non-Mendelian Genetics
Unit 5: Lesson 5 - Meiosis
Unit 5: Lesson 6 - DNA Replication
Unit 5: Lesson 7 - DNA to Protein
Unit 5: Lesson 8 - Genetic Disorders
Unit 5: Lesson 9 - Genetics Technology
Unit 6: Activity 1: Comic Strips
Unit 6: Lab: Genetic Drift and Bottleneck Effect
Unit 6: Lab: Natural Selection
Unit 6: Lesson 1 - Origins and Adaptations
Unit 6: Lesson 2 - Evidence for the Theory of Evolution
Unit 6: Lesson 3 - Natural Selection
Unit 6: Lesson 4 - Mechanics of the Theory of Evolution
Unit 6: Lesson 5 - Origin of Life
Unit 6: Lesson 6 - The Controversy of the Theory of Evolution
Unit 6: Lesson 7 - Organizing Life
Unit 6: Lesson 8 - Classifying Life
Unit 7: Activity: Vaccines
Unit 7: Lab: Growing Cultures
Unit 7: Lab: Pond Scum
Unit 7: Lab: Yeast Fermentation
Unit 7: Lesson 1 - Bacteria
Unit 7: Lesson 2 - Eubacteria
Unit 7: Lesson 3 - Archaea
Unit 7: Lesson 4 - Introduction to Viruses
Unit 7: Lesson 5 - Viruses and Disease
Unit 7: Lesson 6 - Comparing Viruses and Cells
Unit 7: Lesson 7 - Animal-Like Protists
Unit 7: Lesson 8 - Plant-Like and Fungus-Like Protists
Unit 7: Lesson 9 - Fungi
Unit 8: Lab: Controlling Plant Growth through Tropism
Unit 8: Lab: Plant Experiment
Unit 8: Lab: Stoma Cells in Plants
Unit 8: Lesson 1 - Introduction to Plants
Unit 8: Lesson 2 - Plant Processes
Unit 8: Lesson 3 - Plant Responses

Unit 8: Lesson 4 - Nonvascular Plants
Unit 8: Lesson 5 - Seedless Vascular Plants
Unit 8: Lesson 6 - Gymnosperms
Unit 8: Lesson 7 - Angiosperms
Unit 8: Lesson 8 - Flowers
Unit 8: Lesson 9 - Fertilization and Germination
Unit 9: Lab: Fetal Pig Dissection
Unit 9: Lab: Maintaining Homeostasis
Unit 9: Lab: Medical Engineering
Unit 9: Lab: Toeprints
Unit 9: Lesson 1 - Integumentary System
Unit 9: Lesson 2 - Skeletal and Muscular Systems
Unit 9: Lesson 3 - Respiratory and Circulatory Systems
Unit 9: Lesson 4 - Digestive and Urinary Systems
Unit 9: Lesson 5 - Nervous and Endocrine Systems
Unit 9: Lesson 6 - Lymphatic and Immune Systems
Unit 9: Lesson 7 - Reproductive System
Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption
Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment
Unit 10: Activity: Biology Careers
Unit 10: Lab: Comparing Mammal Hair
Unit 10: Lab: Pill Bug
Unit 10: Lab: Planarian
Unit 10: Lab: Roundworms
Unit 10: Lesson 1 - Introduction to Animals
Unit 10: Lesson 2 - Animal Behavior
Unit 10: Lesson 3 - Invertebrates—Sponges, Cnidarians, Flatworms, and Roundworms
Unit 10: Lesson 4 - Mollusks and Segmented Worms
Unit 10: Lesson 5 - Arthropods
Unit 10: Lesson 6 - Echinoderms and Invertebrate Chordates
Unit 10: Lesson 7 - Fishes and Amphibians
Unit 10: Lesson 8 - Reptiles and Birds
Unit 10: Lesson 9 - Mammals

BENCHMARK / PROFICIENCY	WHST.9-10.2(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). <u>Biology (2nd Edition)</u> Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 2: Lab: DNA Model Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lab: Predator-Prey Model Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: How to Use a Microscope Unit 4: Lab: Mitosis Model Unit 4: Lab: Permeability Unit 5: Lab: Bean Genetics Model Unit 5: Lab: DNA Replication Model Unit 5: Lab: Meiosis and Fertilization Model Unit 6: Lab: Genetic Drift and Bottleneck Effect Unit 6: Lab: Natural Selection Unit 7: Lab: Growing Cultures Unit 7: Lab: Pond Scum Unit 7: Lab: Yeast Fermentation Unit 8: Lab: Controlling Plant Growth through Tropism Unit 8: Lab: Plant Experiment Unit 8: Lab: Stoma Cells in Plants Unit 9: Lab: Fetal Pig Dissection Unit 9: Lab: Maintaining Homeostasis Unit 9: Lab: Medical Engineering Unit 9: Lab: Toeprints Unit 10: Lab: Comparing Mammal Hair Unit 10: Lab: Pill Bug Unit 10: Lab: Planarian Unit 10: Lab: Roundworms

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.9-10.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.9-10.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. <u>Biology (2nd Edition)</u> Unit 1: Activity: Claim - Evidence - Reasoning Unit 1: Lab: Rectangle or Square, Part One Unit 1: Lab: Rectangle or Square, Part Two Unit 1: Lesson 3 - Thinking Like a Life Scientist Unit 1: Lesson 4 - How to Plan a Biology Investigation Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 2: Lab: Enzymes in Digestion Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet? Unit 3: Lab: Acid Rain Effects on Plant Stability Unit 3: Lab: Ecosystem Relationships and Stability Unit 3: Lab: Predator-Prey Model Unit 4: Lab: Diffusion vs. Osmosis Unit 4: Lab: Permeability Unit 7: Activity: Vaccines Unit 7: Lab: Yeast Fermentation Unit 8: Lab: Plant Experiment Unit 9: Lab: Toeprints

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Biology (2nd Edition)

Unit 1: Activity: Claim - Evidence - Reasoning

Unit 1: Lab: Rectangle or Square, Part One

Unit 1: Lab: Rectangle or Square, Part Two

Unit 1: Lesson 1 - Asking about Life

Unit 1: Lesson 2 - Biology and Society

Unit 1: Lesson 3 - Thinking Like a Life Scientist

Unit 1: Lesson 4 - How to Plan a Biology Investigation

Unit 1: Lesson 5 - Models and Data

Unit 1: Lesson 6 - Unit's of Measurement

Unit 1: Lesson 7 - Unit Conversions

Unit 1: Lesson 8 - Analyzing Data

Unit 1: Lesson 8 - Graph the Data

Unit 1: Lesson 9 - Science Safety

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Activity: Biomolecule Sort

Unit 2: Lab: DNA Model

Unit 2: Lab: Enzymes in Digestion

Unit 2: Lab: Organic Compound Mystery—Who took Steve's tablet?

Unit 2: Lesson 2 - The Needs of Living Things

Unit 2: Lesson 3 - The Chemistry of Life

Unit 2: Lesson 4 - Carbohydrates and Lipids

Unit 2: Lesson 5 - Proteins and Enzymes

Unit 2: Lesson 6 - Nucleic Acids

Unit 2: Lesson 7 - Evaluating Research and Design

Unit 2: Lesson 8 - Evaluating Data

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Activity 1: Removing a Strand of a Food Web
Unit 3: Activity 2: Modeling Disruptions in Nutrient Cycles
Unit 3: Lab: Acid Rain Effects on Plant Stability
Unit 3: Lab: Ecosystem Relationships and Stability
Unit 3: Lab: Predator-Prey Model
Unit 3: Lesson 1 - Introduction to Ecosystems
Unit 3: Lesson 2 - Biodiversity
Unit 3: Lesson 3 - Biomes
Unit 3: Lesson 4 - Ecosystem Relationships
Unit 3: Lesson 5 - Energy Flow
Unit 3: Lesson 6 - Biodiversity and Ecosystem Stability
Unit 3: Lesson 7 - Ecosystem Structure and Stability
Unit 3: Lesson 8 - Ecosystem Function: Carbon and Nitrogen Cycles
Unit 3: Lesson 9 - Conservation
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Photosynthesis and Respiration
Unit 4: Lab: Diffusion vs. Osmosis
Unit 4: Lab: How to Use a Microscope
Unit 4: Lab: Mitosis Model
Unit 4: Lab: Permeability
Unit 4: Lesson 1 - What is a cell?
Unit 4: Lesson 2 - The Basic Plant and Animal Cell
Unit 4: Lesson 3 - How Organisms Are Organized
Unit 4: Lesson 4 - I Like to Move It
Unit 4: Lesson 5 - Photosynthesis
Unit 4: Lesson 6 - Energy Conversions
Unit 4: Lesson 7 - Cell Growth
Unit 4: Lesson 8 - Cell Division
Unit 4: Lesson 9 - Homeostasis in Cells
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity 1: Punnett Square and Probability Practice
Unit 5: Activity 2: Transcription and Translation
Unit 5: Activity 3: Transcription and Translation Model
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Unit 5: Lab: Meiosis and Fertilization Model
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Unit 5: Lesson 2 - Mendelian Genetics
Unit 5: Lesson 3 - Probability and Heredity
Unit 5: Lesson 4 - Non-Mendelian Genetics
Unit 5: Lesson 5 - Meiosis
Unit 5: Lesson 6 - DNA Replication
Unit 5: Lesson 7 - DNA to Protein
Unit 5: Lesson 8 - Genetic Disorders
Unit 5: Lesson 9 - Genetics Technology
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
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Unit 6: Lesson 8 - Classifying Life
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Activity: Vaccines
Unit 7: Lab: Growing Cultures

Unit 7: Lab: Pond Scum
Unit 7: Lab: Yeast Fermentation
Unit 7: Lesson 1 - Bacteria
Unit 7: Lesson 2 - Eubacteria
Unit 7: Lesson 3 - Archaea
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Unit 7: Lesson 5 - Viruses and Disease
Unit 7: Lesson 6 - Comparing Viruses and Cells
Unit 7: Lesson 7 - Animal-Like Protists
Unit 7: Lesson 8 - Plant-Like and Fungus-Like Protists
Unit 7: Lesson 9 - Fungi
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Controlling Plant Growth through Tropism
Unit 8: Lab: Plant Experiment
Unit 8: Lab: Stoma Cells in Plants
Unit 8: Lesson 1 - Introduction to Plants
Unit 8: Lesson 2 - Plant Processes
Unit 8: Lesson 3 - Plant Responses
Unit 8: Lesson 4 - Nonvascular Plants
Unit 8: Lesson 5 - Seedless Vascular Plants
Unit 8: Lesson 6 - Gymnosperms
Unit 8: Lesson 7 - Angiosperms
Unit 8: Lesson 8 - Flowers
Unit 8: Lesson 9 - Fertilization and Germination
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Fetal Pig Dissection
Unit 9: Lab: Maintaining Homeostasis
Unit 9: Lab: Medical Engineering
Unit 9: Lab: Toeprints
Unit 9: Lesson 1 - Integumentary System
Unit 9: Lesson 2 - Skeletal and Muscular Systems
Unit 9: Lesson 3 - Respiratory and Circulatory Systems
Unit 9: Lesson 4 - Digestive and Urinary Systems
Unit 9: Lesson 5 - Nervous and Endocrine Systems
Unit 9: Lesson 6 - Lymphatic and Immune Systems
Unit 9: Lesson 7 - Reproductive System
Unit 9: Lesson 8 - Body System Interactions: Reproduction and Nutrient Absorption
Unit 9: Lesson 9 - Body System Interactions: Defense and Regulation of Internal Environment
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Biology Careers
Unit 10: Lab: Comparing Mammal Hair
Unit 10: Lab: Pill Bug
Unit 10: Lab: Planarian
Unit 10: Lab: Roundworms
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Unit 10: Lesson 5 - Arthropods
Unit 10: Lesson 6 - Echinoderms and Invertebrate Chordates
Unit 10: Lesson 7 - Fishes and Amphibians
Unit 10: Lesson 8 - Reptiles and Birds
Unit 10: Lesson 9 - Mammals
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PERFORMANCE EXPECTATION	WHST.9-10.6.	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. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.9-10.7.	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. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers

PERFORMANCE EXPECTATION	WHST.9-10.8.	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. <u>Biology (2nd Edition)</u> Unit 2: Lesson 7 - Evaluating Research and Design Unit 2: Quiz 3 Unit 3: Activity 1: Removing a Strand of a Food Web Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers

PERFORMANCE EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Biology (2nd Edition)</u> Unit 2: Lesson 7 - Evaluating Research and Design Unit 2: Quiz 3 Unit 3: Activity 1: Removing a Strand of a Food Web Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

CONTENT STANDARD		Range of Writing

PERFORMANCE EXPECTATION	WHST.9-10.10.	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. <u>Biology (2nd Edition)</u> Unit 3: Activity 1: Removing a Strand of a Food Web Unit 7: Activity: Vaccines Unit 10: Activity: Biology Careers

Main Criteria: Arkansas Standards

Secondary Criteria: English II

Subject: Language Arts

Grade: 10

Correlation Options: Show Correlated

Arkansas Standards

Language Arts

Grade: **10** - Adopted: **2023**

**STRAND /
TOPIC**

Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK /
PROFICIENCY

10.RC.1.
RF.

Provide an objective summary of a text.

English II

Unit 2: Activity: Upload your Personal Narrative

Unit 2: Lesson 1 - Writing a Book Report

BENCHMARK /
PROFICIENCY

10.RC.2.
RF.

Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

English II

Unit 1: Lesson 1 - Basic Parts of Speech

Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods

Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections

Unit 1: Lesson 4 - Introduction to Fiction

Unit 1: Lesson 5 - Analyzing a Fiction Text

Unit 1: Lesson 6 - Analyzing a Nonfiction Text

Unit 1: Lesson 7 - Evaluating a Persuasive Essay

Unit 1: Lesson 8 - Effective Writing Traits

Unit 1: Lesson 9 - Writing a Persuasive Essay

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Activity: Upload your Personal Narrative

Unit 2: Lesson 1 - Writing a Book Report

Unit 2: Lesson 2 - More Pronouns

Unit 2: Lesson 3 - Verbals and Phrases

Unit 2: Lesson 4 - Subordinate Clauses

Unit 2: Lesson 5 - Sentence Structure Review

Unit 2: Lesson 6 - Planning a Personal Narrative

Unit 2: Lesson 7 - Drafting a Personal Narrative

Unit 2: Lesson 8 - Revising a Personal Narrative

Unit 2: Lesson 9 - Proofreading a Personal Narrative

Unit 3: Lesson 1 - Using Context to Determine Meaning

Unit 3: Lesson 2 - Using Context Clues in Literary Texts

Unit 3: Lesson 3 - Greek and Latin Roots

Unit 3: Lesson 4 - Prefixes

Unit 3: Lesson 5 - Suffixes

Unit 3: Lesson 6 - Using Reference Materials

Unit 3: Lesson 7 - Word Relationships

Unit 3: Lesson 8 - Denotations and Connotations

Unit 3: Lesson 9 - Interpreting Figures of Speech

Unit 3: Quiz 1

Unit 4: Activity - Evidence

Unit 4: Lesson 1 - Characteristics of Literary Texts

Unit 4: Lesson 2 - Elements of Plot

Unit 4: Lesson 3 - Characterization

Unit 4: Lesson 4 - Sensory Language

Unit 4: Lesson 5 - Figurative Language

Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 9: Quiz 1
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 2 - Author's Voice and Tone
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
Unit 10: Lesson 4 - Identifying Character Traits and Motives
Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Lesson 9 - Group Work and a Discussion Activity
Unit 10: Quiz 1

BENCHMARK / PROFICIENCY	10.RC.3. RF.	Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

English II

Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Quiz 1
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech

BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

English II

Unit 1: Lesson 1 - Basic Parts of Speech
Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
Unit 1: Lesson 4 - Introduction to Fiction
Unit 1: Lesson 5 - Analyzing a Fiction Text
Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2

Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Lesson 8 - Procedural Texts
 Unit 6: Lesson 9 - Work-Related Documents
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 5 - Organizing Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

**STRAND /
TOPIC**

Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme. <u>English II</u> Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 1: Quiz 2 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 4: Activity - Evidence Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 2 - Elements of Plot Unit 4: Lesson 3 - Characterization Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 8 - Forms of Poetry Unit 4: Quiz 1 Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 8 - Elements of a Script Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 9: Lesson 1 - Classical Greek Drama Unit 9: Lesson 2 - "Antigone" by Sophocles Unit 9: Lesson 3 - "Antigone", Continued Unit 9: Lesson 4 - Elizabethan Drama Unit 9: Lesson 6 - "The Proposal," Continued Unit 9: Quiz 1 Unit 9: Quiz 2
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices. <u>English II</u> Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Quiz 2 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 3: Lesson 8 - Denotations and Connotations Unit 4: Activity - Evidence Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 2 - Elements of Plot Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 5 - Figurative Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot Unit 5: Quiz 2 Unit 6: Lesson 5 - The Analytical Essay Unit 7: Lesson 5 - Analyzing Persuasive Unit 9: Lesson 1 - Classical Greek Drama Unit 9: Quiz 1 Unit 10: Activity: Expressive Timed Writing

BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences. <u>English II</u> Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 3: Quiz 1 Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 3 - Characterization Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 4: Quiz 2 Unit 4: Quiz 3 & Poem Final Draft Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 6: Lesson 5 - The Analytical Essay Unit 7: Lesson 5 - Analyzing Persuasive

BENCHMARK / PROFICIENCY	10.RC.8. RL.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. <u>English II</u> Unit 7: Lesson 2 - Media Messages

BENCHMARK / PROFICIENCY	10.RC.9. RL.	Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived. <u>English II</u> Unit 9: Lesson 5 - Modern Drama and Anton Chekhov Unit 9: Lesson 6 - "The Proposal," Continued Unit 9: Quiz 2

BENCHMARK / PROFICIENCY	10.RC.10 .RL.	Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings. <u>English II</u> Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 4: Lesson 3 - Characterization Unit 4: Lesson 8 - Forms of Poetry

**STRAND /
TOPIC**

Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing. <u>English II</u> Unit 1: Lesson 1 - Basic Parts of Speech Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay

Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama

Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
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 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

BENCHMARK / PROFICIENCY	10.RC.12 .RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 7 - Speeches
 Unit 10: Lesson 1 - Organization and Text Structure

BENCHMARK / PROFICIENCY	10.RC.13 .RI.	Describe how an author uses rhetoric to advance the purpose, point of view, or perspective in a text.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 1: Lesson 7 - Evaluating a Persuasive Essay
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 7 - Speeches
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Quiz 2

BENCHMARK / PROFICIENCY	10.RC.14 .RI.	Compare 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 and/or omitted in each account.

English II

Unit 7: Lesson 2 - Media Messages

BENCHMARK / PROFICIENCY	10.RC.15 .RI.	Evaluate the argument and supporting claims in a text, assessing the degree to which the reasoning is valid, the evidence is relevant and sufficient, and bias and fallacies are present.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 1: Lesson 7 - Evaluating a Persuasive Essay
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Quiz 2
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies

BENCHMARK / PROFICIENCY	10.RC.16 .RI.	Analyze two or more texts, noting how they address related themes and concepts. English II Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 6: Lesson 7 - Speeches Unit 6: Quiz 3 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	10.RC.17 .RI.	Identify central ideas in works of literary nonfiction from American and/or world literary history. English II Unit 4: Lesson 3 - Characterization Unit 9: Lesson 5 - Modern Drama and Anton Chekhov Unit 9: Lesson 7 - Introduction to "I Am Malala"

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S .	Compose an argument about a complex topic:

DESCRIPTOR	Develop claims supported by credible sources. English II Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 3 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 7: Lesson 9 - Preparing and Delivering a Persuasive Speech Unit 7: Quiz 2 Unit 7: Quiz 3 & Speech Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions Unit 8: Lesson 3 - Selecting Research Sources Unit 8: Lesson 4 - Gathering Information Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Research Essay Project - Note Cards Unit 8: Research Essay Project - Rough Draft Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity

DESCRIPTOR	Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. <u>English II</u> Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Plan your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative Unit 5: Activity: Script Writing Unit 5: Lesson 9 - Writing a Script Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 7 - Speeches Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 2 Unit 7: Quiz 3 & Speech Unit 8: Quiz 1

DESCRIPTOR	Maintain a cohesive argumentative structure throughout. <u>English II</u> Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 3 Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 2 Unit 7: Quiz 3 & Speech Unit 8: Quiz 1

DESCRIPTOR	Provide commentary to connect claims to the reasons and evidence. <u>English II</u> Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 3 Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 2 Unit 7: Quiz 3 & Speech Unit 8: Quiz 1

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	10.W.2.S	Write to inform about a complex topic:

DESCRIPTOR

Develop a topic with a clear preview of what is to follow.

English II

Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information

Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

DESCRIPTOR

Organize ideas, concepts, and information, using major sections

English II

Unit 1: Lesson 8 - Effective Writing Traits
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 3 & Speech

Unit 8: Instructional Speech Activity
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 10: Activity: Collaborative Group

DESCRIPTOR

Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 1: Lesson 8 - Effective Writing Traits
 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 2: Activity: Draft your Personal Narrative
 Unit 2: Activity: Plan your Personal Narrative
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 5 - Sentence Structure Review
 Unit 2: Lesson 6 - Planning a Personal Narrative
 Unit 2: Lesson 7 - Drafting a Personal Narrative
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 2: Lesson 9 - Proofreading a Personal Narrative
 Unit 3: Lesson 1 - Using Context to Determine Meaning
 Unit 3: Lesson 2 - Using Context Clues in Literary Texts
 Unit 3: Lesson 6 - Using Reference Materials
 Unit 3: Lesson 9 - Interpreting Figures of Speech
 Unit 3: Quiz 1
 Unit 4: Activity - Evidence
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 4: Lesson 2 - Elements of Plot
 Unit 4: Lesson 3 - Characterization
 Unit 4: Lesson 4 - Sensory Language
 Unit 4: Lesson 5 - Figurative Language
 Unit 4: Lesson 6 - Tone, Mood, and Point of View
 Unit 4: Lesson 7 - Elements of Poetry
 Unit 4: Lesson 8 - Forms of Poetry
 Unit 5: Activity - Fictional Narrative Planning
 Unit 5: Activity: Dialogue and Internal Monologue
 Unit 5: Activity: Script Writing
 Unit 5: Developing Characters Activity
 Unit 5: Drafting Fictional Narrative Activity
 Unit 5: Lesson 2 - Developing an Engaging Plot
 Unit 5: Lesson 3 - Creating and Developing Characters
 Unit 5: Lesson 4 - Establishing Point of View and Theme
 Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 5: Lesson 8 - Elements of a Script
 Unit 5: Lesson 9 - Writing a Script
 Unit 5: Point of View and Theme Activity
 Unit 5: Quiz 3 & Submission of Script
 Unit 6: Activity - Job Application
 Unit 6: Activity - Literary Analysis Essay
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Lesson 8 - Procedural Texts

Unit 6: Lesson 9 - Work-Related Documents
 Unit 6: Quiz 2
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 3 & Speech
 Unit 8: Instructional Speech Activity
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Quiz 2
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 10: Activity: Collaborative Group

DESCRIPTOR

Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

English II

Unit 1: Lesson 8 - Effective Writing Traits
 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 2: Activity: Draft your Personal Narrative
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 5 - Sentence Structure Review
 Unit 2: Lesson 7 - Drafting a Personal Narrative
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 2: Lesson 9 - Proofreading a Personal Narrative
 Unit 3: Lesson 1 - Using Context to Determine Meaning
 Unit 3: Lesson 2 - Using Context Clues in Literary Texts
 Unit 3: Lesson 6 - Using Reference Materials
 Unit 3: Lesson 8 - Denotations and Connotations
 Unit 3: Lesson 9 - Interpreting Figures of Speech
 Unit 4: Activity - Draft a Poem
 Unit 4: Activity - Evidence
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 4: Lesson 2 - Elements of Plot
 Unit 4: Lesson 3 - Characterization
 Unit 4: Lesson 4 - Sensory Language
 Unit 4: Lesson 5 - Figurative Language
 Unit 4: Lesson 6 - Tone, Mood, and Point of View
 Unit 4: Lesson 7 - Elements of Poetry
 Unit 4: Lesson 8 - Forms of Poetry
 Unit 5: Activity - Fictional Narrative Planning
 Unit 5: Activity: Dialogue and Internal Monologue
 Unit 5: Activity: Script Writing
 Unit 5: Developing Characters Activity
 Unit 5: Drafting Fictional Narrative Activity
 Unit 5: Lesson 2 - Developing an Engaging Plot
 Unit 5: Lesson 3 - Creating and Developing Characters
 Unit 5: Lesson 4 - Establishing Point of View and Theme
 Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 5: Lesson 8 - Elements of a Script
 Unit 5: Lesson 9 - Writing a Script

Unit 5: Point of View and Theme Activity
 Unit 5: Quiz 3 & Submission of Script
 Unit 6: Activity - Job Application
 Unit 6: Activity - Literary Analysis Essay
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Lesson 8 - Procedural Texts
 Unit 6: Lesson 9 - Work-Related Documents
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 3 & Speech
 Unit 8: Instructional Speech Activity
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 10: Activity: Collaborative Group

**STRAND /
TOPIC**

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S .	Write to express real or imagined experiences and/or events:

DESCRIPTOR

Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

English II

Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 4: Activity - Draft a Poem
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 9 - Work-Related Documents
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

DESCRIPTOR

Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

English II

Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Draft a Poem
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 9: Activity: Personal Essay
Unit 10: Activity: Expressive Timed Writing

DESCRIPTOR	Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences. <u>English II</u> Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity - Fictional Narrative Planning Unit 5: Activity: Dialogue and Internal Monologue Unit 5: Activity: Script Writing Unit 5: Developing Characters Activity Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Point of View and Theme Activity Unit 5: Quiz 1 Unit 5: Quiz 3 & Submission of Script

DESCRIPTOR	Use narrative techniques effectively. <u>English II</u> Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity - Fictional Narrative Planning Unit 5: Developing Characters Activity Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Quiz 1

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY 10.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 3

Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Draft a Poem
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing

Unit 8: Quiz 1
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 10: Activity: Collaborative Group

BENCHMARK / PROFICIENCY 10.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

English II

Unit 1: Lesson 8 - Effective Writing Traits
 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 1: Quiz 3
 Unit 2: Activity: Draft your Personal Narrative
 Unit 2: Activity: Plan your Personal Narrative
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 5 - Sentence Structure Review
 Unit 2: Lesson 6 - Planning a Personal Narrative
 Unit 2: Lesson 7 - Drafting a Personal Narrative
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 2: Lesson 9 - Proofreading a Personal Narrative
 Unit 5: Activity: Dialogue and Internal Monologue
 Unit 5: Activity: Script Writing
 Unit 5: Drafting Fictional Narrative Activity
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 5: Lesson 9 - Writing a Script
 Unit 5: Point of View and Theme Activity
 Unit 5: Quiz 3 & Submission of Script
 Unit 6: Activity - Job Application
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 9 - Work-Related Documents
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Quiz 2
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 10: Activity: Collaborative Group

BENCHMARK / PROFICIENCY 10.W.6.P. Use a variety of sentence types effectively.

English II

Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 5 - Sentence Structure Review
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 5: Drafting Fictional Narrative Activity
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 9: Activity: Personal Essay

BENCHMARK / PROFICIENCY	10.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 6: Activity - Job Application
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

BENCHMARK / PROFICIENCY	10.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

English II

Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 3
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 2
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
		<u>English II</u> Unit 2: Activity: Plan your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 5: Activity: Script Writing Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 8 - Crafting an Argumentative Essay
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
		<u>English II</u> Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity: Script Writing Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Lesson 7 - Speeches Unit 6: Lesson 9 - Work-Related Documents Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Research Essay Project - Rough Draft Unit 9: Activity: Personal Essay
BENCHMARK / PROFICIENCY	10.W.11. P.	Include headings, graphics, and various multimedia to support ideas and information.
		<u>English II</u> Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 4 - Subordinate Clauses (Continued) Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key Unit 2: Lesson 5 - Sentence Structure Review Unit 6: Lesson 9 - Work-Related Documents Unit 7: Lesson 2 - Media Messages Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Research Essay Project - Rough Draft

BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

English II

Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 2: Quiz 1
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 2
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group
Unit 10: Activity: Expressive Timed Writing

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Quiz 1
Unit 7: Lesson 7 - Preparing Persuasive
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group
Unit 10: Lesson 9 - Group Work and a Discussion Activity

BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 7: Lesson 7 - Preparing Persuasive
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Rough Draft
Unit 10: Activity: Collaborative Group
Unit 10: Lesson 9 - Group Work and a Discussion Activity

BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
		<u>English II</u> Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 5 - Sentence Structure Review Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 3: Quiz 1 Unit 4: Lesson 2 - Elements of Plot Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Lesson 6 - Drafting a Narrative Unit 6: Activity - Literary Analysis Essay Unit 6: Lesson 3 - Expository Texts Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 1 - What is Bias? Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 3 - Selecting Research Sources Unit 8: Lesson 4 - Gathering Information Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Quiz 2 Unit 8: Research Essay Project - Note Cards Unit 8: Research Essay Project - Rough Draft Unit 9: Activity: Personal Essay Unit 9: Lesson 6 - "The Proposal," Continued

BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
		<u>English II</u> Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 3 - Selecting Research Sources Unit 8: Lesson 4 - Gathering Information Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 2 Unit 8: Quiz 3 - Multimedia Presentation Unit 8: Research Essay Project - Rough Draft Unit 9: Activity: Personal Essay

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
		<u>English II</u>

Unit 1: Lesson 1 - Basic Parts of Speech
Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
Unit 1: Lesson 4 - Introduction to Fiction
Unit 1: Lesson 5 - Analyzing a Fiction Text
Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 2
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay

Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 10: Activity: Collaborative Group
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 2 - Author's Voice and Tone
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
Unit 10: Lesson 4 - Identifying Character Traits and Motives
Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Lesson 9 - Group Work and a Discussion Activity
Unit 10: Quiz 1

PERFORMANCE EXPECTATION	10.V.2.	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

English II

Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Quiz 1
Unit 3: Quiz 2

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY	Use common Greek or Latin affixes and roots (i.e., morphology), <u>English II</u> Unit 3: Lesson 3 - Greek and Latin Roots Unit 3: Lesson 4 - Prefixes Unit 3: Lesson 6 - Using Reference Materials Unit 3: Quiz 1
BENCHMARK / PROFICIENCY	Trace the origins of words (i.e., etymology), <u>English II</u> Unit 3: Lesson 3 - Greek and Latin Roots Unit 3: Lesson 6 - Using Reference Materials Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 3: Quiz 2
BENCHMARK / PROFICIENCY	Use context, <u>English II</u> Unit 1: Lesson 1 - Basic Parts of Speech Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 2 - More Pronouns Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 3: Lesson 1 - Using Context to Determine Meaning Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 3: Lesson 3 - Greek and Latin Roots Unit 3: Lesson 4 - Prefixes Unit 3: Lesson 5 - Suffixes Unit 3: Lesson 6 - Using Reference Materials Unit 3: Lesson 7 - Word Relationships Unit 3: Lesson 8 - Denotations and Connotations Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 3: Quiz 1 Unit 4: Activity - Evidence Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 2 - Elements of Plot Unit 4: Lesson 3 - Characterization Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 5 - Figurative Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 4: Quiz 2 Unit 4: Quiz 3 & Poem Final Draft Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 3 - Creating and Developing Characters Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot Unit 5: Lesson 6 - Drafting a Narrative

Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
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Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
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Unit 10: Lesson 2 - Author's Voice and Tone
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
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Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Lesson 9 - Group Work and a Discussion Activity
Unit 10: Quiz 1

BENCHMARK / PROFICIENCY	Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. English II Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 3: Lesson 1 - Using Context to Determine Meaning Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 3: Lesson 3 - Greek and Latin Roots Unit 3: Lesson 4 - Prefixes Unit 3: Lesson 5 - Suffixes Unit 3: Lesson 6 - Using Reference Materials Unit 3: Lesson 7 - Word Relationships Unit 3: Lesson 8 - Denotations and Connotations Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 3: Quiz 2 Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 3 - Characterization Unit 4: Lesson 5 - Figurative Language Unit 4: Lesson 7 - Elements of Poetry Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Quiz 1 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction Unit 6: Lesson 3 - Expository Texts Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts Unit 6: Quiz 2 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 1 - What is Bias? Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 5 - Organizing Information Unit 9: Lesson 1 - Classical Greek Drama Unit 9: Lesson 2 - "Antigone" by Sophocles Unit 9: Lesson 3 - "Antigone", Continued Unit 9: Lesson 5 - Modern Drama and Anton Chekhov Unit 9: Lesson 8 - Cultural Setting of "I Am Malala" Unit 10: Quiz 2 Unit 10: Quiz 3	

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Grade 10 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANCE EXPECTATION	10.V.4.	Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally. English II Unit 3: Lesson 8 - Denotations and Connotations Unit 6: Lesson 3 - Expository Texts Unit 7: Lesson 1 - What is Bias?

PERFORMANCE E EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience. English II Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 3: Lesson 8 - Denotations and Connotations Unit 4: Activity - Evidence Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 6: Lesson 1 - Types and Purposes of Nonfiction Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction Unit 6: Lesson 3 - Expository Texts Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 7 - Speeches Unit 6: Lesson 8 - Procedural Texts Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 1 - What is Bias? Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Quiz 2 Unit 10: Activity: Expressive Timed Writing Unit 10: Lesson 2 - Author's Voice and Tone

PERFORMANCE E EXPECTATION	10.V.6.	Analyze the role of figurative language in context, including euphemism and oxymoron. English II Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 4: Activity - Draft a Poem Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 5 - Figurative Language Unit 4: Quiz 2 Unit 4: Quiz 3 & Poem Final Draft Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 6 - Drafting a Narrative Unit 6: Lesson 1 - Types and Purposes of Nonfiction Unit 6: Lesson 5 - The Analytical Essay

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
PERFORMANCE E EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. English II Unit 8: Research Essay Project - Note Cards Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity

BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. English II Unit 8: Research Essay Project - Note Cards Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity

BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. <u>English II</u> Unit 8: Research Essay Project - Note Cards Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented. <u>English II</u> Unit 7: Quiz 3 & Speech Unit 8: Research Essay Project - Note Cards Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity
BENCHMARK / PROFICIENCY	10.CC.5. SLC.	Integrate non-textual information, evaluating the credibility and accuracy of sources. <u>English II</u> Unit 7: Lesson 7 - Preparing Persuasive Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 3 - Selecting Research Sources Unit 8: Lesson 4 - Gathering Information Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Quiz 1 Unit 8: Research Essay Project - Note Cards Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity
BENCHMARK / PROFICIENCY	10.CC.6. SLC.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying faulty reasoning. <u>English II</u> Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction Unit 6: Lesson 7 - Speeches Unit 7: Quiz 3 & Speech Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK /
PROFICIENCY

10.CC.7.
P.

Present claims, findings, and supporting evidence concisely, logically, and appropriately to purpose, audience, and task.

English II

Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 8 - Preparing a Multimedia Presentation
Unit 8: Lesson 9 - Presenting a Multimedia Presentation
Unit 8: Quiz 3 - Multimedia Presentation

BENCHMARK / PROFICIENCY	10.CC.8. P.	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details. <u>English II</u> Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Instructional Speech Activity Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation
BENCHMARK / PROFICIENCY	10.CC.9. P.	Include relevant multimedia to enhance understanding of findings, reasoning, and evidence. <u>English II</u> Unit 7: Lesson 2 - Media Messages Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation
BENCHMARK / PROFICIENCY	10.CC.10 .P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing. <u>English II</u> Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Instructional Speech Activity Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation Unit 10: Lesson 9 - Group Work and a Discussion Activity
BENCHMARK / PROFICIENCY	10.CC.11 .P.	Demonstrate command of standard English when indicated or appropriate. <u>English II</u> Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation Unit 10: Lesson 9 - Group Work and a Discussion Activity

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.1.S.	Ensure pronouns have a clear antecedent and are appropriate in number and person.

English II

Unit 2: Lesson 2 - More Pronouns

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:

DESCRIPTOR	Conditional and subjunctive mood <u>English II</u> Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Quiz 1

DESCRIPTOR	Shifts in mood and voice <u>English II</u> Unit 1: Lesson 1 - Basic Parts of Speech Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Quiz 1 Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 4 - Subordinate Clauses (Continued) Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 3: Lesson 5 - Suffixes Unit 3: Quiz 2 Unit 4: Activity - Evidence Unit 4: Lesson 4 - Sensory Language

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. <u>English II</u> Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 4 - Subordinate Clauses (Continued) Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key Unit 2: Lesson 5 - Sentence Structure Review Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR	Adjectival <u>English II</u> Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Quiz 1 Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 4 - Subordinate Clauses (Continued) Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Quiz 1 Unit 2: Quiz 2

DESCRIPTOR	Adverbial <u>English II</u> Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Quiz 1 Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 4 - Subordinate Clauses (Continued) Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Quiz 1 Unit 2: Quiz 2

STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 10.L.7.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

English II
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 4 - Subordinate Clauses (Continued)
Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key
Unit 2: Quiz 1
Unit 5: Lesson 6 - Drafting a Narrative

BENCHMARK / PROFICIENCY 10.L.8.S. Use parallel structure.

English II
Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Quiz 1
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 7 - Speeches
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies

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CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 10.L.9.C. Introduce a list, quotation, or clarification, using a colon.

English II

Unit 2: Lesson 9 - Proofreading a Personal Narrative

BENCHMARK / PROFICIENCY 10.L.10.C. Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.

English II

Unit 2: Lesson 4 - Subordinate Clauses

Unit 2: Lesson 4 - Subordinate Clauses (Continued)

Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key

Unit 2: Lesson 5 - Sentence Structure Review

Unit 2: Lesson 9 - Proofreading a Personal Narrative

Unit 2: Quiz 2

Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative

BENCHMARK / PROFICIENCY 10.L.11.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

English II

Unit 2: Lesson 9 - Proofreading a Personal Narrative

Unit 3: Lesson 6 - Using Reference Materials

Main Criteria: Arkansas Standards
Secondary Criteria: Economics
Subject: Social Studies
Grade: 12
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 12 - Adopted: 2014

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	CPI.C.	Civic and Political Institutions
PERFORMANCE EXPECTATION	CPI.1.C.	Students will analyze the structure and functions of various types of government.

BENCHMARK / PROFICIENCY CPI.1.C.3. Analyze the rationale for the structure of the U.S. Constitution using a variety of primary and secondary sources.

Economics
Unit 1: Lesson 5 - Economics and the U.S. Constitution

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	CPI.C.	Civic and Political Institutions
PERFORMANCE EXPECTATION	CPI.2.C.	Students will analyze the roles of political institutions in governing and protecting citizens.

BENCHMARK / PROFICIENCY CPI.2.C.3. Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources.

Economics
Unit 1: Lesson 5 - Economics and the U.S. Constitution

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	PD.C.	Participation and Deliberation
PERFORMANCE EXPECTATION	PD.4.C.	Students will analyze ways that government protects the rights of citizens.

BENCHMARK / PROFICIENCY PD.4.C.1. Analyze historical documents and events that set the ideological foundations for the U.S. Constitution (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitutional Convention).

Economics
Unit 1: Lesson 5 - Economics and the U.S. Constitution
Unit 1: Quiz 2

STRAND / TOPIC **AR.SS.C. Civics**

CONTENT STANDARD	PD.C.	Participation and Deliberation

PERFORMANCE EXPECTATION	PD.4.C.	Students will analyze ways that government protects the rights of citizens.

BENCHMARK / PROFICIENCY PD.4.C.7. Construct arguments analyzing citizens' rights protected by the U.S. Constitution and constitutional amendments using multiple sources.

Economics

Unit 1: Lesson 5 - Economics and the U.S. Constitution

Grade: **12** - Adopted: **2017**

STRAND / TOPIC **STANDARD: AR.SS.E. Economics**

CONTENT STANDARD	EDM.E.	Economic Decision Making
PERFORMANCE EXPECTATION	EDM.1.E.	Students will make decisions after considering the marginal costs and marginal benefits of alternatives.

BENCHMARK / PROFICIENCY EDM.1.E. 1. Evaluate the roles of scarcity, incentives, trade-offs, and opportunity cost in decision making (e.g., PACED decision making model, cost/benefit analysis, employment choices)

Economics

Unit 1: Lesson 1 - Introduction

Unit 1: Lesson 2 - Difficult Choices

Unit 1: Quiz 1

Unit 2: Quiz 1

Unit 3: Lesson 8 - Production and Cost

Unit 3: Quiz 3

BENCHMARK / PROFICIENCY EDM.1.E. 2. Justify various economic solutions to problems affecting an individual or society using marginal costs and marginal benefit analysis

Economics

Unit 3: Lesson 8 - Production and Cost

Unit 3: Quiz 3

STRAND / TOPIC **STANDARD: AR.SS.E. Economics**

CONTENT STANDARD	EM.E.	Exchange and Markets
PERFORMANCE EXPECTATION	EM.2.E.	Students will evaluate different allocation methods.

BENCHMARK / PROFICIENCY EM.2.E.1. Identify various allocation methods used in different circumstances, countries, and economies (e.g., price, auction, lottery, fiat)

Economics

Unit 3: Lesson 4 - Changes in Supply

Unit 3: Lesson 4 - Changes in Supply Activity

Unit 4: Lesson 1 - Economic Performance

Unit 4: Quiz 1

BENCHMARK / PROFICIENCY	EM.2.E.2.	Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model
		<u>Economics</u> Unit 3: Lesson 1 - Demand Unit 3: Lesson 2 - Changes in Demand Unit 3: Lesson 2 - Demand Curve Activity Unit 3: Lesson 3 - Supply Unit 3: Lesson 3 - Supply Curve Graph Activity Unit 3: Lesson 4 - Changes in Supply Unit 3: Lesson 4 - Changes in Supply Activity Unit 3: Lesson 5 - Researching Economics Unit 3: Lesson 6 - Market Equilibrium Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 8 - Production and Cost Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Quiz 1

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	EM.E.	Exchange and Markets
PERFORMANCE EXPECTATION	EM.3.E.	Students will investigate the role of producers, consumers, and government in a market economy.

BENCHMARK / PROFICIENCY	EM.3.E.2.	Compare and contrast major forms of business organizations (e.g., sole proprietorships, partnerships, corporations, non-profits, franchises)
		<u>Economics</u> Unit 5: Lesson 10 - Business Structures Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	EM.3.E.3.	Evaluate intended and unintended consequences of government policies created to improve market outcomes (e.g., regulatory, participatory, supervisory)
		<u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1 Unit 2: Lesson 6 - Types of Banks Unit 2: Lesson 7 - The Federal Reserve System Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 2: Quiz 3 Unit 4: Lesson 4 - Government and the Economy Unit 4: Lesson 5 - Four Government Economic Functions Unit 4: Lesson 5 - Four Government Economic Functions Activity Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 10 - Business Structures Unit 5: Quiz 3

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	EM.E.	Exchange and Markets
PERFORMANCE EXPECTATION	EM.4.E.	Students will evaluate the degree of competition among buyers and among sellers in markets.

BENCHMARK / PROFICIENCY EM.4.E.1. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly)

Economics

Unit 2: Lesson 3 - Profit and Competition

Unit 2: Quiz 1

BENCHMARK / PROFICIENCY EM.4.E.2. Explain how differences in the extent of competition in various markets can affect price, quantity, and variety

Economics

Unit 2: Lesson 1 - Market Economy Rights and Responsibilities

Unit 2: Lesson 3 - Profit and Competition

Unit 2: Quiz 1

Unit 3: Lesson 4 - Changes in Supply

Unit 3: Lesson 4 - Changes in Supply Activity

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	NE.E.	National Economy
PERFORMANCE EXPECTATION	NE.5.E.	Students will analyze the current and future state of the economy using economic indicators.

BENCHMARK / PROFICIENCY NE.5.E.1. Analyze economic indicators used to measure economic performance including, but not limited to, unemployment, Gross Domestic Product (GDP), and Consumer Price Index (CPI)

Economics

Unit 1: Lesson 7 - The Economic Cycle

Unit 1: Quiz 3

Unit 4: CPI Basket - Activity

Unit 4: Lesson 1 - Economic Performance

Unit 4: Lesson 2 - Consumer Price Index

Unit 4: Lesson 3 - Aggregate Supply and Demand

Unit 4: Lesson 8 - Unemployment

Unit 4: Quiz 1

Unit 4: Quiz 3

BENCHMARK / PROFICIENCY NE.5.E.2. Evaluate the impact of advancements in technology, investments in capital goods, and investments in human capital on economic growth and standards of living

Economics

Unit 2: Lesson 3 - Profit and Competition

Unit 3: Lesson 8 - Production and Cost

Unit 3: Quiz 3

Unit 5: Lesson 1 - Banking Services

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	NE.E.	National Economy

PERFORMANCE EXPECTATION	NE.6.E.	Students will analyze monetary and fiscal policies for a variety of economic conditions.
BENCHMARK / PROFICIENCY	NE.6.E.1.	Compare and contrast the roles and functions of financial institutions in the United States including banking practices and regulation of savings and investments <u>Economics</u> Unit 2: Lesson 4 - History of Banking Unit 2: Lesson 6 - Types of Banks Unit 2: Quiz 2 Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 2 - Banking Skills Unit 5: Lesson 2 - Banking Skills Activity
BENCHMARK / PROFICIENCY	NE.6.E.2.	Examine monetary policy tools used by the Federal Reserve System (e.g., open market operations, discount rate, reserve requirement, interest on reserves) <u>Economics</u> Unit 1: Lesson 7 - The Economic Cycle Unit 1: Quiz 3 Unit 2: Lesson 7 - The Federal Reserve System Unit 2: Lesson 8 - The Federal Reserve's Tools Unit 2: Quiz 3
BENCHMARK / PROFICIENCY	NE.6.E.3.	Examine fiscal policy tools used by the executive and legislative branches of the government (e.g., taxation, spending) <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1 Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 2: Quiz 3 Unit 4: Lesson 5 - Four Government Economic Functions Unit 4: Lesson 5 - Four Government Economic Functions Activity Unit 4: Quiz 2
BENCHMARK / PROFICIENCY	NE.6.E.4.	Determine the relationship between the national debt and the federal budget (e.g., balanced, surplus, deficit) <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1 Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 2: Quiz 3
STRAND / TOPIC	STANDARD: AR.SS.E.	Economics
CONTENT STANDARD	GE.E.	Global Economy
PERFORMANCE EXPECTATION	GE.7.E.	Students will analyze ways in which trade leads to increased economic interdependence.
BENCHMARK / PROFICIENCY	GE.7.E.1.	Analyze the role of comparative advantage in trade and global markets using available data and a variety of sources <u>Economics</u> Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	GE.7.E.3.	Research the impact of international and national economic and political policies on global trade using a variety of sources from multiple perspectives
		<u>Economics</u> Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements Unit 4: Quiz 3

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	PFM.E.	Personal Financial Management
PERFORMANCE EXPECTATION	PFM.8.E.	Students will analyze factors affecting income, wealth, and financial risk.

BENCHMARK / PROFICIENCY	PFM.8.E. 1.	Analyze the impact of education, training, and workforce readiness skills on productivity, earning potential, and employment
		<u>Economics</u> Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Quiz 2

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	PFM.E.	Personal Financial Management
PERFORMANCE EXPECTATION	PFM.8.E.	Students will analyze factors affecting income, wealth, and financial risk.
BENCHMARK / PROFICIENCY	PFM.8.E. 2.	Critique components of personal money management in order to build short-term and long-term wealth

DESCRIPTOR	PFM.8.E. 2.1.	income (e.g., salaried, hourly, overtime, commission)
		<u>Economics</u> Unit 3: Lesson 2 - Changes in Demand Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 1 - Economic Performance Unit 4: Quiz 1

DESCRIPTOR	PFM.8.E. 2.2.	saving and investing
		<u>Economics</u> Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 9 - Investing to Build Wealth Unit 5: Quiz 1 Unit 5: Quiz 3

DESCRIPTOR	PFM.8.E.2.3.	planning for retirement <u>Economics</u> Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 9 - Investing to Build Wealth Unit 5: Quiz 1 Unit 5: Quiz 3

DESCRIPTOR	PFM.8.E.2.4.	home ownership <u>Economics</u> Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Lesson 6 - Buying a Home Unit 5: Quiz 2

DESCRIPTOR	PFM.8.E.2.5.	debt management <u>Economics</u> Unit 1: Lesson 2 - Difficult Choices Unit 1: Quiz 1 Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Quiz 1

STRAND / TOPIC **STANDARD: AR.SS.E. Economics**

CONTENT STANDARD	PFM.E.	Personal Financial Management
PERFORMANCE EXPECTATION	PFM.8.E.	Students will analyze factors affecting income, wealth, and financial risk.

BENCHMARK / PROFICIENCY	PFM.8.E.3.	Analyze insurance as a risk management strategy to protect against financial loss (e.g., auto, health, life, homeowners, renters, disability, liability) <u>Economics</u> Unit 5: Lesson 7 - Insurance and Charities Unit 5: Quiz 2

BENCHMARK / PROFICIENCY	PFM.8.E.4.	Analyze income and expenses to create a household budget including food, shelter, transportation, utilities, insurance, savings, charitable giving, and other expenses <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1 Unit 3: Lesson 7 - Consumer Choice Activity

STRAND / TOPIC **STANDARD: AR.SS.E. Economics**

CONTENT STANDARD	PFM.E.	Personal Financial Management
PERFORMANCE EXPECTATION	PFM.9.E.	Students will analyze the role of credit in personal finance.
BENCHMARK / PROFICIENCY	PFM.9.E.1.	Evaluate costs and benefits (e.g., interest rates, fees, penalties, rewards) of using various types of credit

DESCRIPTOR	PFM.9.E.1.1.	student loans <u>Economics</u> Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Quiz 2

DESCRIPTOR	PFM.9.E.1.2.	credit cards <u>Economics</u> Unit 1: Lesson 2 - Difficult Choices Unit 1: Quiz 1 Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Quiz 1

DESCRIPTOR	PFM.9.E.1.3.	personal loans (e.g., auto, home mortgage) <u>Economics</u> Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Lesson 6 - Buying a Home Unit 5: Quiz 2

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	PFM.E.	Personal Financial Management
PERFORMANCE EXPECTATION	PFM.9.E.	Students will analyze the role of credit in personal finance.

BENCHMARK / PROFICIENCY	PFM.9.E.2.	Analyze factors that affect credit worthiness (e.g., credit score, three C's of credit) <u>Economics</u> Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Quiz 1

STRAND / TOPIC **STANDARD: AR.SS.E.** **Economics**

CONTENT STANDARD	PFM.E.	Personal Financial Management
PERFORMANCE EXPECTATION	PFM.9.E.	Students will analyze the role of credit in personal finance.
BENCHMARK / PROFICIENCY	PFM.9.E.3.	Evaluate strategies to avoid and correct credit issues

DESCRIPTOR	PFM.9.E.3.2.	bankruptcy <u>Economics</u> Unit 5: Quiz 1

DESCRIPTOR	PFM.9.E.3.3.	debt and credit management <u>Economics</u> Unit 1: Lesson 2 - Difficult Choices Unit 1: Quiz 1 Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Quiz 1

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	PP.USG.	Political Philosophy
PERFORMANCE EXPECTATION	PP.2.US G.	Students will analyze the rationale of the Founding Fathers in selecting a republican, representative democracy over other forms of government.

BENCHMARK / PROFICIENCY PP.2.US G.1. Analyze social, economic, and political factors that influenced the American colonists to overthrow British monarchical rule.

Economics

Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY PP.2.US G.2. Analyze social, economic, and political factors that influenced the Founding Fathers to limit the powers of government.

Economics

Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt

Unit 4: Lesson 4 - Government and the Economy

BENCHMARK / PROFICIENCY PP.2.US G.4. Construct explanations of the decision to establish a republican, representative democracy by the Founding Fathers.

Economics

Unit 1: Lesson 5 - Economics and the U.S. Constitution

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	SC.USG.	Structure of the Constitution
PERFORMANCE EXPECTATION	SC.3.US G.	Students will analyze the organization and content of the United States Constitution.

BENCHMARK / PROFICIENCY SC.3.US G.1. Analyze the underlying causes and events that led the Founding Fathers to replace the Articles of Confederation with the U.S. Constitution.

Economics

Unit 1: Lesson 5 - Economics and the U.S. Constitution

Unit 1: Quiz 2

BENCHMARK / PROFICIENCY SC.3.US G.2. Analyze the purposes of government in relation to the Preamble.

Economics

Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY SC.3.US G.3. Evaluate the rationale for the organization of articles of the U.S. Constitution.

Economics

Unit 1: Lesson 5 - Economics and the U.S. Constitution

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	SFG.US G.	Structure and Functions of the Government

PERFORMANCE EXPECTATION	SFG.4.U SG.	Students will analyze the structure, organization, and functions of the federal government.

BENCHMARK / PROFICIENCY	SFG.4.U SG.2.	Analyze the reasons for and effectiveness of a system of checks and balances within the federal government. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	SFG.4.U SG.3.	Examine the composition and roles of the presidential cabinet and federal agencies and continuity and change over time. <u>Economics</u> Unit 1: Lesson 2 - Difficult Choices Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 1: Quiz 3

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	SFG.US G.	Structure and Functions of the Government
PERFORMANCE EXPECTATION	SFG.6.U SG.	Students will assess the relationship between the federal government and the economy.

BENCHMARK / PROFICIENCY	SFG.6.U SG.1.	Analyze the impact of the federal government's fiscal policy on the economy (e.g., taxing, spending). <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Lesson 7 - The Economic Cycle Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Lesson 7 - The Federal Reserve System Unit 2: Lesson 8 - The Federal Reserve's Tools Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 2: Quiz 3 Unit 4: Lesson 5 - Four Government Economic Functions Unit 4: Lesson 5 - Four Government Economic Functions Activity Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	SFG.6.U SG.2.	Evaluate the roles various government agencies play in maintaining the nation's economic health. <u>Economics</u> Unit 1: Lesson 7 - The Economic Cycle Unit 1: Quiz 3 Unit 2: Lesson 7 - The Federal Reserve System Unit 2: Lesson 8 - The Federal Reserve's Tools Unit 2: Quiz 3

STRAND / TOPIC **AR.SS.US United States Government G.**

CONTENT STANDARD	IACP.US G.	Interpretation and Application of Constitutional Principles
PERFORMANCE EXPECTATION	IACP.8. USG.	Students will analyze the application of U.S. constitutional principles to address local and national issues.

BENCHMARK / PROFICIENCY	IACP.8.U SG.1.	Examine various reasons for and subsequent effects of amendments to the U.S. Constitution after the Bill of Rights. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	IACP.8.U SG.2.	Apply constitutional principles to a variety of current issues (e.g., popular sovereignty, separation of powers, checks and balances, federalism). <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era7.US H.	Era 7: Emergence of Modern America 1890-1930
PERFORMANCE EXPECTATION	Era7.2.USH.	Students will evaluate social, economic, and political changes in the United States between 1890 and 1930.

BENCHMARK / PROFICIENCY	Era7.2.US H.2.	Investigate the impact of the Progressive Era using a variety of sources and multiple perspectives. <u>Economics</u> Unit 2: Lesson 3 - Profit and Competition Unit 2: Quiz 1 Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	Era7.2.U SH.3.	Analyze short- and long-term social, economic, political, educational, and environmental effects of progressivism at the local, state, and national levels. <u>Economics</u> Unit 2: Lesson 3 - Profit and Competition Unit 2: Quiz 1 Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	Era7.2.U SH.5.	Examine reasons for and effects of social, economic, political, and cultural changes during the 1920s (e.g., Harlem Renaissance, Lost Generation, prohibition, Stock Market, medical). <u>Economics</u> Unit 1: Lesson 8 - American Recessions and Depressions Unit 1: Quiz 3

BENCHMARK / PROFICIENCY	Era7.2.U SH.6.	Construct historical arguments and explanations about the long-term impact of social, economic, political, and cultural changes that occurred during the 1920s utilizing evidence from a variety of primary and secondary sources. <u>Economics</u> Unit 1: Lesson 8 - American Recessions and Depressions Unit 1: Quiz 3

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era8.US H.	Era 8: The Great Depression and World War II 1929-1945
PERFORMANCE EXPECTATION	Era8.3.USH.	Students will evaluate social, economic, and political changes in the United States during and following the Great Depression.

BENCHMARK / PROFICIENCY	Era8.3.U SH.1.	Analyze national and international causes of the Great Depression (e.g., political decisions, protectionism, speculation, world gold standard, tariffs, unemployment, environment). <u>Economics</u> Unit 1: Lesson 8 - American Recessions and Depressions Unit 1: Quiz 3 Unit 2: Lesson 9 - Congress and Fiscal Policy
BENCHMARK / PROFICIENCY	Era8.3.U SH.2.	Analyze the federal government's fiscal responses to the Great Depression (e.g., Tennessee Valley Authority, social security, minimum wage, construction projects). <u>Economics</u> Unit 4: Lesson 4 - Government and the Economy Unit 4: Quiz 2
BENCHMARK / PROFICIENCY	Era8.3.U SH.3.	Construct historical arguments and explanations about social, economic, political, geographical, and environmental effects of the Great Depression on various regions from multiple perspectives. <u>Economics</u> Unit 1: Lesson 8 - American Recessions and Depressions Unit 1: Quiz 3 Unit 2: Lesson 9 - Congress and Fiscal Policy
BENCHMARK / PROFICIENCY	Era8.3.U SH.4.	Evaluate the changing role of the federal government between 1929 and 1945 and the changing views of Americans toward the role of government from multiple perspectives using primary and secondary sources. <u>Economics</u> Unit 4: Lesson 4 - Government and the Economy

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era10.U SH.	Era 10: Contemporary United States 1968 to Present
PERFORMANCE EXPECTATION	Era10.7. USH.	Students will analyze domestic and foreign policies of the United States since 1968.

BENCHMARK / PROFICIENCY	Era10.7.U SH.1.	Examine continuity and change in domestic policies over multiple administrations since 1968 using a variety of primary and secondary sources. <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 4: Lesson 4 - Government and the Economy Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	Era10.7. USH.2.	Analyze effects of domestic policies on Americans in various social and economic groups (e.g., inflation, recession, taxes, unemployment, deficits, national debt, financial crisis, economic stimulus). <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1 Unit 2: Lesson 5 - Money Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 2: Quiz 3 Unit 4: CPI Basket - Activity Unit 4: Lesson 2 - Consumer Price Index Unit 4: Lesson 7 - Inflation Unit 4: Lesson 8 - Unemployment Unit 4: Quiz 1 Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	Era10.7. USH.3.	Examine continuity and change in foreign policies over multiple administrations since 1968 using a variety of primary and secondary sources (e.g., policies that resulted from Strategic Arms Limitation Talks/Treaty I [SALT I], Camp David Accords, Oil Producing Exporting Countries [OPEC], Strategic Defense Initiative, Iran-Contra Affair, North American Free Trade Agreement [NAFTA], Japanese markets, Dayton Accords). <u>Economics</u> Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	Era10.7. USH.5.	Construct explanations of change and continuity in foreign policy since the emergence of modern America. <u>Economics</u> Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements Unit 4: Quiz 3

STRAND / TOPIC **AR.SS.US United States History Since 1890 H.**

CONTENT STANDARD	Era10.U SH.	Era 10: Contemporary United States 1968 to Present
PERFORMANCE EXPECTATION	Era10.8. USH.	Students will analyze social and economic trends of the United States since 1968.

BENCHMARK / PROFICIENCY	Era10.8.U SH.1.	Examine the effects of globalization on the United States (e.g., regional trade blocks, European Union [EU], NAFTA, international organizations, multinational corporations). <u>Economics</u> Unit 2: Lesson 6 - Types of Banks Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	Era10.8. USH.2.	Analyze the effectiveness of citizens, institutions, and the government in addressing social and economic issues at the local, state, and national levels since 1968 (e.g., environmental concerns, deregulation, unemployment, homelessness, medical care, food insecurity). <u>Economics</u> Unit 1: Lesson 2 - Difficult Choices Unit 4: Lesson 5 - Four Government Economic Functions Unit 4: Lesson 5 - Four Government Economic Functions Activity

BENCHMARK / PROFICIENCY	Era10.8. USH.3.	Evaluate the impact of social, economic, technological, and cultural transformations in the United States from 1968 to the present (e.g., digital technology, Youth Movement, Equal Rights Movement, economic fluctuations, national debt crisis). <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1

BENCHMARK / PROFICIENCY	Era10.8. USH.4.	Critique the historical accuracy of a variety of secondary sources on social and economic trends since 1968 (e.g., websites, documentaries, movies, newspaper articles, biographies). <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Quiz 1 Unit 2: Lesson 9 - Congress and Fiscal Policy

STRAND / TOPIC **AR.SS.W H.** **World History**

CONTENT STANDARD	Era7.WH .	Era 7: Age of Revolutions 1750-1900
PERFORMANCE EXPECTATION	Era7.2.WH.	Students will analyze the global revolutionary changes that shaped the emerging modern world.

BENCHMARK / PROFICIENCY	Era7.2.W H.2.	Analyze the social, economic, and political ideas that influenced the 18th and 19th century revolutions. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	Era7.2.W H.3.	Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	Era7.2.W H.5.	Compare the social and economic impact of different labor systems in the Age of Revolutions from multiple perspectives using primary and secondary sources. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	Era7.2.W H.8.	Analyze ways in which the perspectives of people in the present shape the interpretations of the past, using available technology. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	Era7.2.W H.9.	Evaluate the credibility and the limitations of primary and secondary sources representing multiple perspectives. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

BENCHMARK / PROFICIENCY	Era7.2.W H.10.	Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources. <u>Economics</u> Unit 1: Lesson 5 - Economics and the U.S. Constitution

STRAND / TOPIC **AR.SS.W World History H.**

CONTENT STANDARD	Era9.WH .	Era 9: Contemporary World Since 1945
PERFORMANCE EXPECTATION	Era9.4.WH.	Students will analyze the challenges and accomplishments of the contemporary world.
BENCHMARK / PROFICIENCY	Era9.4.WH.1.	Analyze the change and continuity in global power shifts after World War II:

DESCRIPTOR Era9.4.WH.1.d. Europe

Economics
Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements

STRAND / TOPIC **AR.SS.W World History H.**

CONTENT STANDARD	Era9.WH .	Era 9: Contemporary World Since 1945
PERFORMANCE EXPECTATION	Era9.4.WH.	Students will analyze the challenges and accomplishments of the contemporary world.

BENCHMARK / PROFICIENCY Era9.4.WH.2. Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence.

Economics
Unit 4: Lesson 9 - Advantage and Production Possibilities
Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements
Unit 4: Quiz 3

Grade: **12** - Adopted: **2010**

STRAND / TOPIC **AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.**

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE EXPECTATION RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Economics
Unit 1: Lesson 1 - Introduction
Unit 1: Lesson 2 - Difficult Choices
Unit 1: Lesson 3 - Traditional and Command Economic Systems
Unit 1: Lesson 4 - Market and Mixed Economic Systems
Unit 1: Lesson 5 - Economics and the U.S. Constitution
Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt
Unit 1: Lesson 7 - The Economic Cycle
Unit 1: Lesson 8 - American Recessions and Depressions
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Market Economy Rights and Responsibilities
Unit 2: Lesson 2 - Private Property
Unit 2: Lesson 3 - Profit and Competition
Unit 2: Lesson 4 - History of Banking
Unit 2: Lesson 5 - Money
Unit 2: Lesson 6 - Types of Banks
Unit 2: Lesson 7 - The Federal Reserve System
Unit 2: Lesson 8 - The Federal Reserve's Tools
Unit 2: Lesson 9 - Congress and Fiscal Policy

Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Lesson 1 - Demand
 Unit 3: Lesson 2 - Changes in Demand
 Unit 3: Lesson 2 - Demand Curve Activity
 Unit 3: Lesson 3 - Supply
 Unit 3: Lesson 3 - Supply Curve Graph Activity
 Unit 3: Lesson 4 - Changes in Supply
 Unit 3: Lesson 4 - Changes in Supply Activity
 Unit 3: Lesson 5 - Researching Economics
 Unit 3: Lesson 6 - Market Equilibrium
 Unit 3: Lesson 7 - Consumer Choice
 Unit 3: Lesson 7 - Consumer Choice Activity
 Unit 3: Lesson 8 - Production and Cost
 Unit 3: Lesson 9 - Marginal Returns and Costs
 Unit 3: Lesson 9 - Marginal Returns and Costs Activity
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: CPI Basket - Activity
 Unit 4: Lesson 1 - Economic Performance
 Unit 4: Lesson 2 - Consumer Price Index
 Unit 4: Lesson 3 - Aggregate Supply and Demand
 Unit 4: Lesson 4 - Government and the Economy
 Unit 4: Lesson 5 - Four Government Economic Functions
 Unit 4: Lesson 5 - Four Government Economic Functions Activity
 Unit 4: Lesson 6 - Essay: Size of Government
 Unit 4: Lesson 7 - Inflation
 Unit 4: Lesson 8 - Unemployment
 Unit 4: Lesson 9 - Advantage and Production Possibilities
 Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 5: Lesson 1 - Banking Services
 Unit 5: Lesson 2 - Banking Skills
 Unit 5: Lesson 2 - Banking Skills Activity
 Unit 5: Lesson 3 - Loans and Personal Credit
 Unit 5: Lesson 4 - Costs and Benefits of Secondary Education
 Unit 5: Lesson 5 - Renting
 Unit 5: Lesson 6 - Buying a Home
 Unit 5: Lesson 7 - Insurance and Charities
 Unit 5: Lesson 8 - Stock and Bond Markets
 Unit 5: Lesson 9 - Investing to Build Wealth
 Unit 5: Lesson 10 - Business Structures
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 5: Using Stock Quotes - Activity

STRAND /
TOPIC

AR.RH.11 Reading Standards for Literacy in History/Social Studies
-12.

CONTENT
STANDARD

Craft and Structure

PERFORMANCE E EXPECTATION	RH.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Lesson 2 - Difficult Choices Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 1: Lesson 7 - The Economic Cycle Unit 1: Lesson 8 - American Recessions and Depressions Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 2 - Private Property Unit 2: Lesson 3 - Profit and Competition Unit 2: Lesson 4 - History of Banking Unit 2: Lesson 5 - Money Unit 2: Lesson 6 - Types of Banks Unit 2: Lesson 7 - The Federal Reserve System Unit 2: Lesson 8 - The Federal Reserve's Tools Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 3: Lesson 1 - Demand Unit 3: Lesson 2 - Changes in Demand Unit 3: Lesson 2 - Demand Curve Activity Unit 3: Lesson 3 - Supply Unit 3: Lesson 3 - Supply Curve Graph Activity Unit 3: Lesson 4 - Changes in Supply Unit 3: Lesson 4 - Changes in Supply Activity Unit 3: Lesson 6 - Market Equilibrium Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 8 - Production and Cost Unit 3: Lesson 9 - Marginal Returns and Costs Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 2 - Consumer Price Index Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 4 - Government and the Economy Unit 4: Lesson 5 - Four Government Economic Functions Unit 4: Lesson 7 - Inflation Unit 4: Lesson 8 - Unemployment Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 2 - Banking Skills Unit 5: Lesson 2 - Banking Skills Activity Unit 5: Lesson 3 - Loans and Personal Credit Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home Unit 5: Lesson 7 - Insurance and Charities Unit 5: Lesson 8 - Stock and Bond Markets Unit 5: Lesson 9 - Investing to Build Wealth Unit 5: Lesson 10 - Business Structures
STRAND / TOPIC	AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.	
CONTENT STANDARD		Integration of Knowledge and Ideas

PERFORMANCE E EXPECTATION	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>Economics</u> Unit 1: Lesson 7 - The Economic Cycle Unit 2: Lesson 8 - The Federal Reserve's Tools Unit 3: Lesson 1 - Demand Unit 3: Lesson 2 - Changes in Demand Unit 3: Lesson 2 - Demand Curve Activity Unit 3: Lesson 3 - Supply Unit 3: Lesson 3 - Supply Curve Graph Activity Unit 3: Lesson 4 - Changes in Supply Unit 3: Lesson 4 - Changes in Supply Activity Unit 3: Lesson 5 - Researching Economics Unit 3: Lesson 6 - Market Equilibrium Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 8 - Unemployment Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 4: Quiz 1 Unit 4: Quiz 3 Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting

STRAND / TOPIC **AR.RH.11 Reading Standards for Literacy in History/Social Studies -12.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE E EXPECTATION	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently. <u>Economics</u> Unit 1: Lesson 1 - Introduction Unit 1: Lesson 2 - Difficult Choices Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 1: Lesson 7 - The Economic Cycle Unit 1: Lesson 8 - American Recessions and Depressions Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 2 - Private Property Unit 2: Lesson 3 - Profit and Competition Unit 2: Lesson 4 - History of Banking Unit 2: Lesson 5 - Money Unit 2: Lesson 6 - Types of Banks Unit 2: Lesson 7 - The Federal Reserve System Unit 2: Lesson 8 - The Federal Reserve's Tools Unit 2: Lesson 9 - Congress and Fiscal Policy Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 1 - Demand Unit 3: Lesson 2 - Changes in Demand Unit 3: Lesson 2 - Demand Curve Activity Unit 3: Lesson 3 - Supply

Unit 3: Lesson 3 - Supply Curve Graph Activity
 Unit 3: Lesson 4 - Changes in Supply
 Unit 3: Lesson 4 - Changes in Supply Activity
 Unit 3: Lesson 5 - Researching Economics
 Unit 3: Lesson 6 - Market Equilibrium
 Unit 3: Lesson 7 - Consumer Choice
 Unit 3: Lesson 7 - Consumer Choice Activity
 Unit 3: Lesson 8 - Production and Cost
 Unit 3: Lesson 9 - Marginal Returns and Costs
 Unit 3: Lesson 9 - Marginal Returns and Costs Activity
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: CPI Basket - Activity
 Unit 4: Lesson 1 - Economic Performance
 Unit 4: Lesson 2 - Consumer Price Index
 Unit 4: Lesson 3 - Aggregate Supply and Demand
 Unit 4: Lesson 4 - Government and the Economy
 Unit 4: Lesson 5 - Four Government Economic Functions
 Unit 4: Lesson 5 - Four Government Economic Functions Activity
 Unit 4: Lesson 6 - Essay: Size of Government
 Unit 4: Lesson 7 - Inflation
 Unit 4: Lesson 8 - Unemployment
 Unit 4: Lesson 9 - Advantage and Production Possibilities
 Unit 4: Lesson 10 - Outsourcing, Restrictions, and Trade Agreements
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 5: Lesson 1 - Banking Services
 Unit 5: Lesson 2 - Banking Skills
 Unit 5: Lesson 2 - Banking Skills Activity
 Unit 5: Lesson 3 - Loans and Personal Credit
 Unit 5: Lesson 4 - Costs and Benefits of Secondary Education
 Unit 5: Lesson 5 - Renting
 Unit 5: Lesson 6 - Buying a Home
 Unit 5: Lesson 7 - Insurance and Charities
 Unit 5: Lesson 8 - Stock and Bond Markets
 Unit 5: Lesson 9 - Investing to Build Wealth
 Unit 5: Lesson 10 - Business Structures
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 5: Using Stock Quotes - Activity

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.11-12.1(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 the claim(s), counterclaims, reasons, and evidence.

Economics

Unit 4: Lesson 6 - Essay: Size of Government

BENCHMARK / PROFICIENCY	WHST.11 -12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. <u>Economics</u> Unit 4: Lesson 6 - Essay: Size of Government
BENCHMARK / PROFICIENCY	WHST.11 -12.1(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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home
BENCHMARK / PROFICIENCY	WHST.11 -12.1(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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

BENCHMARK / PROFICIENCY	WHST.11 -12.1(e)	Provide a concluding statement or section that follows from or supports the argument presented.
<u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home		

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.1 1-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY	WHST.11 -12.2(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.

Economics
Unit 1: Lesson 3 - Traditional and Command Economic Systems
Unit 1: Lesson 4 - Market and Mixed Economic Systems
Unit 1: Lesson 5 - Economics and the U.S. Constitution
Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt
Unit 2: Lesson 1 - Market Economy Rights and Responsibilities
Unit 2: Lesson 3 - Profit and Competition
Unit 3: Lesson 7 - Consumer Choice
Unit 3: Lesson 7 - Consumer Choice Activity
Unit 3: Lesson 9 - Marginal Returns and Costs Activity
Unit 4: Lesson 1 - Economic Performance
Unit 4: Lesson 3 - Aggregate Supply and Demand
Unit 4: Lesson 6 - Essay: Size of Government
Unit 4: Lesson 7 - Inflation
Unit 4: Lesson 9 - Advantage and Production Possibilities
Unit 5: Lesson 1 - Banking Services
Unit 5: Lesson 4 - Costs and Benefits of Secondary Education
Unit 5: Lesson 5 - Renting
Unit 5: Lesson 6 - Buying a Home

BENCHMARK / PROFICIENCY	WHST.11 -12.2(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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home
BENCHMARK / PROFICIENCY	WHST.11 -12.2(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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

BENCHMARK / PROFICIENCY	WHST.11-12.2(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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

BENCHMARK / PROFICIENCY	WHST.11-12.2(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). <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.11-12.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.11 -12.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

PERFORMANCE E EXPECTATION	WHST.11 -12.5.	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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

PERFORMANCE E EXPECTATION	WHST.11 -12.6.	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. <u>Economics</u> Unit 4: Lesson 6 - Essay: Size of Government

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Research to Build and Present Knowledge

PERFORMANCE E EXPECTATION	WHST.11 -12.7.	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. <u>Economics</u> Unit 4: Lesson 6 - Essay: Size of Government Unit 5: Lesson 2 - Banking Skills Activity Unit 5: Using Stock Quotes - Activity

PERFORMANCE E EXPECTATION	WHST.11 -12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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. <u>Economics</u> Unit 4: Lesson 6 - Essay: Size of Government Unit 5: Lesson 2 - Banking Skills Activity Unit 5: Using Stock Quotes - Activity

PERFORMANCE E EXPECTATION	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Economics</u> Unit 4: Lesson 6 - Essay: Size of Government

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .11-12.**

CONTENT STANDARD		Range of Writing
PERFORMANCE EXPECTATION	WHST.11-12.10.	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. <u>Economics</u> Unit 1: Lesson 3 - Traditional and Command Economic Systems Unit 1: Lesson 4 - Market and Mixed Economic Systems Unit 1: Lesson 5 - Economics and the U.S. Constitution Unit 1: Lesson 6 - Alexander Hamilton and U.S. Debt Unit 2: Lesson 1 - Market Economy Rights and Responsibilities Unit 2: Lesson 3 - Profit and Competition Unit 3: Lesson 7 - Consumer Choice Unit 3: Lesson 7 - Consumer Choice Activity Unit 3: Lesson 9 - Marginal Returns and Costs Activity Unit 4: Lesson 1 - Economic Performance Unit 4: Lesson 3 - Aggregate Supply and Demand Unit 4: Lesson 6 - Essay: Size of Government Unit 4: Lesson 7 - Inflation Unit 4: Lesson 9 - Advantage and Production Possibilities Unit 5: Lesson 1 - Banking Services Unit 5: Lesson 4 - Costs and Benefits of Secondary Education Unit 5: Lesson 5 - Renting Unit 5: Lesson 6 - Buying a Home

Main Criteria: Arkansas Standards
Secondary Criteria: English I
Subject: Language Arts
Grade: 9
Correlation Options: Show Correlated

Arkansas Standards
Language Arts
Grade: 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
F.

English I
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Quiz 1
Unit 7: Lesson 2 - Animal Farm Chapter I

BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting
F. details most contribute to the development of a central theme and/or idea.

English I
Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9

Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 5: Quiz 3
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 9: Quiz 3
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 3 - Media Literacy
Unit 10: Lesson 4: Comparing Media Forms
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 6 - Listening and Speaking Skills
Unit 10: Lesson 7 - Procedures
Unit 10: Lesson 8 - Teamwork and Collaboration
Unit 10: Lesson 9 - Using Roots and Affixes to Decode
Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	9.RC.3.R F.	Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

English I

Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Quiz 1
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 10: Lesson 1 - Writing a Book Report

BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Quiz 1
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21

Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
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 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
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 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

English I

Unit 2: Lesson 1 - Reading to Understand

Unit 2: Lesson 2 - Introduction to Narrative Texts

Unit 2: Lesson 3 - Characterization

Unit 2: Lesson 4 - Analyzing Conflict and Characterization

Unit 2: Lesson 5 - Point of View and Theme

Unit 2: Lesson 6 - Sensory and Figurative Language

Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 3: Lesson 8 - Poetry Forms and Genres

Unit 4: Lesson 4 - Planning an Analytical Essay

Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay

Unit 4: Lesson 6 - Revising, Editing, and Publishing

Unit 5: Activity - Write a Poem

Unit 5: Lesson 1 - Epics and Myths

Unit 5: Lesson 2 - Introduction to Homer's Odyssey

Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9

Unit 5: Lesson 5 - The Odyssey Book 12

Unit 5: Lesson 6 - The Odyssey Books 16-17

Unit 5: Lesson 7 - The Odyssey Book 21

Unit 5: Lesson 8 - The Odyssey Books 22-23

Unit 5: Lesson 9 - Themes in the Odyssey

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 7: Lesson 1 - Introduction to Animal Farm

Unit 7: Lesson 2 - Animal Farm Chapter I

Unit 7: Lesson 3 - Animal Farm Chapters II-III

Unit 7: Lesson 4 - Animal Farm Chapters IV-V

Unit 7: Lesson 5 - Animal Farm Chapters VI-VII

Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX

Unit 7: Lesson 7 - Animal Farm Chapter X

Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 7: Quiz 3

Unit 9: Lesson 1 - Structure Elements of Drama

Unit 9: Lesson 2 - Introduction to Romeo and Juliet

Unit 9: Lesson 3 - Romeo and Juliet Act 1

Unit 9: Lesson 4 - Romeo and Juliet Act 2

Unit 9: Lesson 5 - Romeo and Juliet Act 3

Unit 9: Lesson 6 - Romeo and Juliet Act 4

Unit 9: Lesson 7 - Romeo and Juliet Act 5

Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet

Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 1 - Writing a Book Report

Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension. <u>English I</u> Unit 2: Lesson 1 - Reading to Understand Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 6 - Sensory and Figurative Language Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 3: Lesson 8 - Poetry Forms and Genres Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 7 - The Odyssey Book 21 Unit 5: Lesson 9 - Themes in the Odyssey Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX Unit 7: Lesson 7 - Animal Farm Chapter X Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 7: Quiz 2 Unit 9: Lesson 1 - Structure Elements of Drama Unit 9: Lesson 6 - Romeo and Juliet Act 4 Unit 9: Lesson 7 - Romeo and Juliet Act 5 Unit 9: Quiz 3 Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 9 - Using Roots and Affixes to Decode
BENCHMARK / PROFICIENCY	9.RC.7.R L.	Describe how a character's point of view (POV) and/or perspective is shaped through experiences. <u>English I</u> Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 5 - Point of View and Theme Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox Unit 2: Quiz 2 Unit 3: Lesson 8 - Poetry Forms and Genres Unit 3: Quiz 3 Unit 4: Lesson 4 - Planning an Analytical Essay Unit 5: Lesson 1 - Epics and Myths Unit 5: Lesson 3 - The Odyssey Books 1 and 5 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 7: Quiz 2 Unit 10: Lesson 5 - Writing a Business E-mail
BENCHMARK / PROFICIENCY	9.RC.8.R L.	Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment. <u>English I</u> Unit 10: Lesson 4: Comparing Media Forms

BENCHMARK / PROFICIENCY	9.RC.10. RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

English I

Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Quiz 2
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 5: Quiz 3
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 9: Quiz 3
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 4: Quiz 1

Unit 5: Lesson 1 - Epics and Myths

Unit 5: Lesson 2 - Introduction to Homer's Odyssey

Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9

Unit 5: Lesson 5 - The Odyssey Book 12

Unit 5: Lesson 6 - The Odyssey Books 16-17

Unit 5: Lesson 7 - The Odyssey Book 21

Unit 5: Lesson 8 - The Odyssey Books 22-23

Unit 5: Lesson 9 - Themes in the Odyssey

Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics

Unit 6: Activity - RESEARCH PROJECT TASK - Planning

Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline

Unit 6: Lesson 1 - Introduction to Research Writing

Unit 6: Lesson 2 - Selecting a Topic and Making a Plan

Unit 6: Lesson 3 - Evaluating and Documenting Sources

Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

Unit 6: Lesson 7 - Revising a Research Essay

Unit 6: Lesson 8 - Proofreading and Editing

Unit 6: Lesson 9 - Publishing and Presenting a Research Essay

Unit 6: Quiz 2

Unit 6: RESEARCH PROJECT TASK - Cluster Diagram

Unit 7: Lesson 1 - Introduction to Animal Farm

Unit 7: Lesson 2 - Animal Farm Chapter I

Unit 7: Lesson 3 - Animal Farm Chapters II-III

Unit 7: Lesson 4 - Animal Farm Chapters IV-V

Unit 7: Lesson 5 - Animal Farm Chapters VI-VII

Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX

Unit 7: Lesson 7 - Animal Farm Chapter X

Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts

Unit 8 : Lesson 2 - Rhetorical Appeals and Devices

Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches

Unit 8 : Lesson 4 - Writing a Rhetorical Analysis

Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies

Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking

Unit 9: Lesson 1 - Structure Elements of Drama

Unit 9: Lesson 2 - Introduction to Romeo and Juliet

Unit 9: Lesson 3 - Romeo and Juliet Act 1

Unit 9: Lesson 4 - Romeo and Juliet Act 2

Unit 9: Lesson 5 - Romeo and Juliet Act 3

Unit 9: Lesson 6 - Romeo and Juliet Act 4

Unit 9: Lesson 7 - Romeo and Juliet Act 5

Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet

Unit 10: Activity: Comparing Media

Unit 10: Lesson 1 - Writing a Book Report

Unit 10: Lesson 3 - Media Literacy

Unit 10: Lesson 4: Comparing Media Forms

Unit 10: Lesson 5 - Writing a Business E-mail

Unit 10: Lesson 6 - Listening and Speaking Skills

Unit 10: Lesson 7 - Procedures

Unit 10: Lesson 8 - Teamwork and Collaboration

Unit 10: Lesson 9 - Using Roots and Affixes to Decode

Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text. <u>English I</u> Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Quiz 1 Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 9 - Using Roots and Affixes to Decode
BENCHMARK / PROFICIENCY	9.RC.13. RI.	Describe how an author uses rhetoric to advance the purpose, point of view, or perspective of a text. <u>English I</u> Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Quiz 1 Unit 6: Activity - RESEARCH PROJECT TASK - Sources Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 7: Lesson 1 - Introduction to Animal Farm Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 7: Quiz 1 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 2 - Rhetorical Appeals and Devices Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 8 : Quiz 1 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 4: Comparing Media Forms Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 7 - Procedures Unit 10: Lesson 9 - Using Roots and Affixes to Decode
BENCHMARK / PROFICIENCY	9.RC.14. RI.	Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account. <u>English I</u> Unit 10: Activity: Comparing Media Unit 10: Lesson 4: Comparing Media Forms
BENCHMARK / PROFICIENCY	9.RC.15. RI.	Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present. <u>English I</u> Unit 4: Lesson 3 - Analyzing Expository Texts
BENCHMARK / PROFICIENCY	9.RC.16. RI.	Compare and contrast two or more texts, noting how they address related themes and concepts. <u>English I</u> Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 10: Lesson 1 - Writing a Book Report
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

English I

Unit 1: Activity: Expository Essay and Discussion

Unit 1: Lesson 1 - Basic Grammar: Simple Sentences

Unit 1: Lesson 2 - Verb Tenses

Unit 1: Lesson 7 - Analyzing and Editing a Narrative

Unit 1: Quiz 1

Unit 1: Quiz 3

Unit 2: Activity: Active Reading Strategies

Unit 2: Lesson 2 - Introduction to Narrative Texts

Unit 2: Lesson 3 - Characterization

Unit 2: Lesson 5 - Point of View and Theme

Unit 2: Lesson 6 - Sensory and Figurative Language

Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox

Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 2 - Prepositional Phrases

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Lesson 4 - Verbals and Sentence Combining

Unit 3: Lesson 7 - Poetry Structures and Sound

Unit 3: Lesson 8 - Poetry Forms and Genres

Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay

Unit 3: Quiz 2

Unit 4: Lesson 1 - Introduction to Nonfiction Texts

Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction

Unit 4: Lesson 3 - Analyzing Expository Texts

Unit 4: Lesson 6 - Revising, Editing, and Publishing

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

Unit 4: Lesson 8 - Denotations, Connotations, and Analogies

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 5: Lesson 1 - Epics and Myths

Unit 5: Lesson 2 - Introduction to Homer's Odyssey

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Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline

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Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

Unit 6: Lesson 7 - Revising a Research Essay

Unit 6: Lesson 8 - Proofreading and Editing

Unit 6: Lesson 9 - Publishing and Presenting a Research Essay

Unit 6: Quiz 2

Unit 6: RESEARCH PROJECT TASK - Cluster Diagram

Unit 7: Lesson 1 - Introduction to Animal Farm

Unit 7: Lesson 2 - Animal Farm Chapter I

Unit 7: Lesson 3 - Animal Farm Chapters II-III

Unit 7: Lesson 4 - Animal Farm Chapters IV-V

Unit 7: Lesson 5 - Animal Farm Chapters VI-VII

Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX

Unit 7: Lesson 7 - Animal Farm Chapter X

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Unit 8 : Lesson 1 - Characteristics of Persuasive Texts

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Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches

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Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies

Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking

Unit 9: Lesson 1 - Structure Elements of Drama

Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
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 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR

Develop claims supported by credible sources.

English I

Unit 6: Activity - RESEARCH PROJECT TASK - Notecards
 Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
 Unit 6: Activity - RESEARCH PROJECT TASK - Sources
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Quiz 1
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Quiz 1
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet

DESCRIPTOR	Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. <u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 1 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 10: Lesson 5 - Writing a Business E-mail

DESCRIPTOR	Maintain a cohesive argumentative structure throughout. <u>English I</u> Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 1 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter

DESCRIPTOR	Provide commentary to connect claims to the reasons and evidence. <u>English I</u> Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 1 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 10: Activity - Collaborative Group

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic with a clear preview of what is to follow. <u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies Unit 2: Activity: Narrative Writing, Part 2 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 1 - Reading to Understand

Unit 2: Lesson 2 - Introduction to Narrative Texts

Unit 2: Lesson 3 - Characterization

Unit 2: Lesson 4 - Analyzing Conflict and Characterization

Unit 2: Lesson 5 - Point of View and Theme

Unit 2: Lesson 6 - Sensory and Figurative Language

Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox

Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing

Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay

Unit 4: Activity: Planning your Analytical Essay

Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction

Unit 4: Lesson 3 - Analyzing Expository Texts

Unit 4: Lesson 4 - Planning an Analytical Essay

Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay

Unit 4: Lesson 6 - Revising, Editing, and Publishing

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

Unit 4: Lesson 8 - Denotations, Connotations, and Analogies

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 4: Quiz 2 (Analytical Essay - Rough Draft)

Unit 5: Lesson 1 - Epics and Myths

Unit 5: Lesson 2 - Introduction to Homer's Odyssey

Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9

Unit 5: Lesson 5 - The Odyssey Book 12

Unit 5: Lesson 6 - The Odyssey Books 16-17

Unit 5: Lesson 7 - The Odyssey Book 21

Unit 5: Lesson 8 - The Odyssey Books 22-23

Unit 5: Lesson 9 - Themes in the Odyssey

Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread

Unit 6: Activity - RESEARCH PROJECT TASK - Revising

Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft

Unit 6: Activity - RESEARCH PROJECT TASK - Sources

Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline

Unit 6: Lesson 1 - Introduction to Research Writing

Unit 6: Lesson 3 - Evaluating and Documenting Sources

Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

Unit 6: Lesson 7 - Revising a Research Essay

Unit 6: RESEARCH PROJECT TASK - Cluster Diagram

Unit 7: Graphic Organizer

Unit 7: Lesson 2 - Animal Farm Chapter I

Unit 7: Lesson 3 - Animal Farm Chapters II-III

Unit 7: Lesson 4 - Animal Farm Chapters IV-V

Unit 7: Lesson 5 - Animal Farm Chapters VI-VII

Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX

Unit 7: Lesson 7 - Animal Farm Chapter X

Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts

Unit 8 : Lesson 2 - Rhetorical Appeals and Devices

Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches

Unit 8 : Lesson 4 - Writing a Rhetorical Analysis

Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies

Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking

Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay

Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter

Unit 8 : Writing Activity - Rhetorical Analysis Essay

Unit 9: Lesson 1 - Structure Elements of Drama

Unit 9: Lesson 2 - Introduction to Romeo and Juliet

Unit 9: Lesson 3 - Romeo and Juliet Act 1

Unit 9: Lesson 4 - Romeo and Juliet Act 2

Unit 9: Lesson 5 - Romeo and Juliet Act 3

Unit 9: Lesson 6 - Romeo and Juliet Act 4

Unit 9: Lesson 7 - Romeo and Juliet Act 5

Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet

Unit 10: Activity - Collaborative Group

Unit 10: Activity: Comparing Media

Unit 10: Lesson 1 - Writing a Book Report

DESCRIPTOR

Organize ideas, concepts, and information, using major sections

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Activity: Narrative Writing, Part 2
Unit 2: Activity: Narrative Writing, Part 3
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Activity: Planning your Analytical Essay
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 4 - Planning an Analytical Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Graphic Organizer
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DESCRIPTOR

Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

English I

Unit 1: Activity: Expository Essay and Discussion
 Unit 1: Lesson 5 - Using Pronouns Correctly
 Unit 1: Lesson 8 - The Expository Essay and the Writing Process
 Unit 1: Quiz 3
 Unit 2: Activity: Active Reading Strategies
 Unit 2: Activity: Narrative Writing, Part 2
 Unit 2: Activity: Narrative Writing, Part 3
 Unit 2: Lesson 1 - Reading to Understand
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 3: Quiz 3
 Unit 4: Activity: Planning your Analytical Essay
 Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
 Unit 4: Lesson 3 - Analyzing Expository Texts
 Unit 4: Lesson 4 - Planning an Analytical Essay
 Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
 Unit 4: Lesson 6 - Revising, Editing, and Publishing
 Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
 Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
 Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5
 Unit 5: Lesson 4 - The Odyssey Book 9
 Unit 5: Lesson 5 - The Odyssey Book 12
 Unit 5: Lesson 6 - The Odyssey Books 16-17
 Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
 Unit 6: Activity - RESEARCH PROJECT TASK - Notecards
 Unit 6: Activity - RESEARCH PROJECT TASK - Revising
 Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
 Unit 6: Activity - RESEARCH PROJECT TASK - Sources
 Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Graphic Organizer
 Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 7: Lesson 9 - Punctuation Review
 Unit 7: Quiz 1
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DESCRIPTOR

Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

English I

Unit 1: Activity: Expository Essay and Discussion
 Unit 1: Lesson 8 - The Expository Essay and the Writing Process
 Unit 1: Quiz 3
 Unit 2: Activity: Active Reading Strategies
 Unit 2: Activity: Narrative Writing, Part 2
 Unit 2: Activity: Narrative Writing, Part 3
 Unit 2: Lesson 1 - Reading to Understand
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 4: Activity: Planning your Analytical Essay
 Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
 Unit 4: Lesson 3 - Analyzing Expository Texts

Unit 4: Lesson 4 - Planning an Analytical Essay
 Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
 Unit 4: Lesson 6 - Revising, Editing, and Publishing
 Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
 Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
 Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5
 Unit 5: Lesson 4 - The Odyssey Book 9
 Unit 5: Lesson 5 - The Odyssey Book 12
 Unit 5: Lesson 6 - The Odyssey Books 16-17
 Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
 Unit 6: Activity - RESEARCH PROJECT TASK - Revising
 Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
 Unit 6: Activity - RESEARCH PROJECT TASK - Sources
 Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Graphic Organizer
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

**CONTENT
STANDARD**

Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 2: Activity: Graphic Organizer
Unit 2: Activity: Narrative Writing, Part 1
Unit 2: Activity: Narrative Writing, Part 3
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Activity - Write a Poem
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 10: Activity - Collaborative Group
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 2: Activity: Graphic Organizer
Unit 2: Activity: Narrative Writing, Part 1
Unit 2: Activity: Narrative Writing, Part 2
Unit 2: Activity: Narrative Writing, Part 3
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Activity: Planning your Analytical Essay
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 5: Activity - Write a Poem
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5
 Unit 5: Lesson 4 - The Odyssey Book 9
 Unit 5: Lesson 5 - The Odyssey Book 12
 Unit 5: Lesson 6 - The Odyssey Books 16-17
 Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 6: Activity - RESEARCH PROJECT TASK - Revising
 Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
 Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 7: Quiz 1
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
 Unit 10: Activity - Collaborative Group
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DESCRIPTOR

Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

English I

Unit 2: Activity: Graphic Organizer
 Unit 2: Activity: Narrative Writing, Part 1
 Unit 2: Activity: Narrative Writing, Part 3
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V

DESCRIPTOR	Use narrative techniques effectively. English I Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 1 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

English I

Unit 1: Activity: Expository Essay and Discussion

Unit 1: Lesson 8 - The Expository Essay and the Writing Process

Unit 1: Quiz 3

Unit 2: Activity: Active Reading Strategies

Unit 2: Activity: Graphic Organizer

Unit 2: Activity: Narrative Writing, Part 1

Unit 2: Activity: Narrative Writing, Part 2

Unit 2: Activity: Narrative Writing, Part 3

Unit 2: Lesson 1 - Reading to Understand

Unit 2: Lesson 2 - Introduction to Narrative Texts

Unit 2: Lesson 3 - Characterization

Unit 2: Lesson 4 - Analyzing Conflict and Characterization

Unit 2: Lesson 5 - Point of View and Theme

Unit 2: Lesson 6 - Sensory and Figurative Language

Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox

Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)

Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay

Unit 4: Activity: Planning your Analytical Essay

Unit 4: Lesson 1 - Introduction to Nonfiction Texts

Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction

Unit 4: Lesson 3 - Analyzing Expository Texts

Unit 4: Lesson 4 - Planning an Analytical Essay

Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay

Unit 4: Lesson 6 - Revising, Editing, and Publishing

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

Unit 4: Lesson 8 - Denotations, Connotations, and Analogies

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 4: Quiz 2 (Analytical Essay - Rough Draft)

Unit 5: Activity - Write a Poem

Unit 5: Lesson 1 - Epics and Myths

Unit 5: Lesson 2 - Introduction to Homer's Odyssey

Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9

Unit 5: Lesson 5 - The Odyssey Book 12

Unit 5: Lesson 6 - The Odyssey Books 16-17

Unit 5: Lesson 7 - The Odyssey Book 21

Unit 5: Lesson 8 - The Odyssey Books 22-23

Unit 5: Lesson 9 - Themes in the Odyssey

Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread

Unit 6: Activity - RESEARCH PROJECT TASK - Revising

Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Graphic Organizer
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 1
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 10: Activity - Collaborative Group
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 3
Unit 2: Activity: Graphic Organizer
Unit 2: Activity: Narrative Writing, Part 3
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 4 - Planning an Analytical Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Quiz 2
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 10: Activity - Collaborative Group
Unit 10: Activity: Comparing Media
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Quiz 1
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 10: Activity - Collaborative Group
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

English I

Unit 1: Lesson 9 - Transitions and Writing an Expository Essay
Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 3
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Quiz 2
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
<u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 10: Lesson 5 - Writing a Business E-mail		
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
<u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 5: Activity - Write a Poem Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 8 - Proofreading and Editing Unit 7: Lesson 1 - Introduction to Animal Farm Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 10: Activity - Collaborative Group Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 9 - Using Roots and Affixes to Decode		

BENCHMARK / PROFICIENCY	9.W.11.P. Include headings, graphics, and various multimedia to support ideas and information.

English I

Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 10: Lesson 2 - Introduction to Media
Unit 10: Lesson 3 - Media Literacy
Unit 10: Lesson 4: Comparing Media Forms
Unit 10: Quiz 1

BENCHMARK / PROFICIENCY	9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 3 - Mood and Voice of Verbs
Unit 1: Lesson 4 - Adjectives and Possessives
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 3
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 5 - Compounds and Sentence Combining
Unit 3: Lesson 6 - More Editing and Revising Tips
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
Unit 5: Activity - Write a Poem
Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 1
Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Lesson 9 - Punctuation Review
Unit 7: Quiz 3
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
Unit 10: Activity - Collaborative Group
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY 9.W.13.R. Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

English I

Unit 1: Lesson 8 - The Expository Essay and the Writing Process

Unit 2: Quiz 2

Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics

Unit 6: Activity - RESEARCH PROJECT TASK - Notecards

Unit 6: Activity - RESEARCH PROJECT TASK - Planning

Unit 6: Lesson 1 - Introduction to Research Writing

Unit 6: Lesson 2 - Selecting a Topic and Making a Plan

Unit 6: Lesson 3 - Evaluating and Documenting Sources

Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 5 - Organizing Information

Unit 6: Quiz 1

Unit 6: RESEARCH PROJECT TASK - Cluster Diagram

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking

Unit 9: Lesson 2 - Introduction to Romeo and Juliet

Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY 9.W.14.R. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.

English I

Unit 6: Activity - RESEARCH PROJECT TASK - Notecards

Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft

Unit 6: Activity - RESEARCH PROJECT TASK - Sources

Unit 6: Lesson 1 - Introduction to Research Writing

Unit 6: Lesson 3 - Evaluating and Documenting Sources

Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

Unit 6: Quiz 1

Unit 9: Lesson 2 - Introduction to Romeo and Juliet

BENCHMARK / PROFICIENCY	9.W.15.R. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 5 - Using Pronouns Correctly
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 3
Unit 4: Lesson 4 - Planning an Analytical Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - Notecards
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
Unit 7: Graphic Organizer
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Lesson 9 - Punctuation Review
Unit 7: Quiz 1
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
Unit 10: Activity - Collaborative Group
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 4: Comparing Media Forms
Unit 10: Lesson 6 - Listening and Speaking Skills
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / PROFICIENCY	9.W.16.R. Follow a standard citation format, including both in-text citations and a works cited or bibliography.

English I

Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. <u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 1 - Reading to Understand Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 4 - Analyzing Conflict and Characterization Unit 2: Lesson 5 - Point of View and Theme Unit 2: Lesson 6 - Sensory and Figurative Language Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 2 - Prepositional Phrases Unit 3: Lesson 3 - Subordinate Clauses Unit 3: Lesson 4 - Verbals and Sentence Combining Unit 3: Lesson 7 -Poetry Structures and Sound Unit 3: Lesson 8 - Poetry Forms and Genres Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Lesson 8 - Denotations, Connotations, and Analogies Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 5: Activity - Write a Poem Unit 5: Lesson 1 - Epics and Myths Unit 5: Lesson 2 - Introduction to Homer's Odyssey Unit 5: Lesson 3 - The Odyssey Books 1 and 5 Unit 5: Lesson 4 - The Odyssey Book 9 Unit 5: Lesson 5 - The Odyssey Book 12 Unit 5: Lesson 6 - The Odyssey Books 16-17 Unit 5: Lesson 7 - The Odyssey Book 21 Unit 5: Lesson 8 - The Odyssey Books 22-23 Unit 5: Lesson 9 - Themes in the Odyssey Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics Unit 6: Activity - RESEARCH PROJECT TASK - Planning Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 2 - Selecting a Topic and Making a Plan Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 6: Lesson 4 - Gathering Information Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 8 - Proofreading and Editing Unit 6: Lesson 9 - Publishing and Presenting a Research Essay Unit 6: Quiz 2 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram

Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

PERFORMANCE EXPECTATION	9.V.2.	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

English I

Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 3

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK /
PROFICIENCY

Use common Greek or Latin affixes and roots (i.e., morphology),

English I

Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 3

BENCHMARK /
PROFICIENCY

Trace the origins of words (i.e., etymology),

English I

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

Unit 4: Lesson 8 - Denotations, Connotations, and Analogies

Unit 4: Quiz 3

BENCHMARK /
PROFICIENCY

Use context,

English I

Unit 1: Activity: Expository Essay and Discussion

Unit 1: Lesson 1 - Basic Grammar: Simple Sentences

Unit 1: Lesson 2 - Verb Tenses

Unit 1: Lesson 7 - Analyzing and Editing a Narrative

Unit 1: Quiz 1

Unit 1: Quiz 3

Unit 2: Activity: Active Reading Strategies

Unit 2: Lesson 1 - Reading to Understand

Unit 2: Lesson 2 - Introduction to Narrative Texts

Unit 2: Lesson 3 - Characterization

Unit 2: Lesson 4 - Analyzing Conflict and Characterization

Unit 2: Lesson 5 - Point of View and Theme

Unit 2: Lesson 6 - Sensory and Figurative Language

Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox

Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 2 - Prepositional Phrases

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Lesson 4 - Verbals and Sentence Combining

Unit 3: Lesson 7 -Poetry Structures and Sound

Unit 3: Lesson 8 - Poetry Forms and Genres

Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - Introduction to Nonfiction Texts

Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction

Unit 4: Lesson 3 - Analyzing Expository Texts

Unit 4: Lesson 6 - Revising, Editing, and Publishing

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

Unit 4: Lesson 8 - Denotations, Connotations, and Analogies

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 5: Lesson 1 - Epics and Myths

Unit 5: Lesson 2 - Introduction to Homer's Odyssey

Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9

Unit 5: Lesson 5 - The Odyssey Book 12

Unit 5: Lesson 6 - The Odyssey Books 16-17

Unit 5: Lesson 7 - The Odyssey Book 21

Unit 5: Lesson 8 - The Odyssey Books 22-23

Unit 5: Lesson 9 - Themes in the Odyssey

Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics

Unit 6: Activity - RESEARCH PROJECT TASK - Planning

Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline

Unit 6: Lesson 1 - Introduction to Research Writing

Unit 6: Lesson 2 - Selecting a Topic and Making a Plan

Unit 6: Lesson 3 - Evaluating and Documenting Sources

Unit 6: Lesson 4 - Gathering Information

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

Unit 6: Lesson 7 - Revising a Research Essay

Unit 6: Lesson 8 - Proofreading and Editing

Unit 6: Lesson 9 - Publishing and Presenting a Research Essay

Unit 6: Quiz 2

Unit 6: RESEARCH PROJECT TASK - Cluster Diagram

Unit 7: Lesson 1 - Introduction to Animal Farm

Unit 7: Lesson 2 - Animal Farm Chapter I

Unit 7: Lesson 3 - Animal Farm Chapters II-III

Unit 7: Lesson 4 - Animal Farm Chapters IV-V

Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

BENCHMARK /
PROFICIENCY

Consult reference materials to clarify pronunciation and/or parts of speech, and/or

English I

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

BENCHMARK /
PROFICIENCY

Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

English I

Unit 1: Lesson 9 - Transitions and Writing an Expository Essay
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 4 - Adjectives and Possessives
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Quiz 1
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 9: Quiz 2
Unit 10: Lesson 2 - Introduction to Media
Unit 10: Lesson 3 - Media Literacy
Unit 10: Lesson 9 - Using Roots and Affixes to Decode
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

STRAND /
TOPIC

Grade 9 English Language Arts Standards

CONTENT
STANDARD

Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	9.V.4.	Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally. <u>English I</u> Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Lesson 8 - Denotations, Connotations, and Analogies Unit 4: Quiz 3 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience. <u>English I</u> Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 3: Quiz 3 Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Quiz 1 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 9: Lesson 1 - Structure Elements of Drama Unit 9: Lesson 2 - Introduction to Romeo and Juliet Unit 9: Lesson 5 - Romeo and Juliet Act 3
PERFORMANCE EXPECTATION	9.V.6.	Analyze the role of figurative language in context, including euphemism and oxymoron. <u>English I</u> Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 6 - Sensory and Figurative Language Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 5: Lesson 7 - The Odyssey Book 21 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 1 - Structure Elements of Drama Unit 9: Lesson 2 - Introduction to Romeo and Juliet Unit 9: Lesson 3 - Romeo and Juliet Act 1 Unit 9: Lesson 4 - Romeo and Juliet Act 2 Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 9: Lesson 6 - Romeo and Juliet Act 4 Unit 9: Lesson 7 - Romeo and Juliet Act 5 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 10: Lesson 5 - Writing a Business E-mail

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. <u>English I</u> Unit 7: Lesson 1 - Introduction to Animal Farm Unit 10: Activity - Collaborative Group Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 3
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. <u>English I</u> Unit 7: Lesson 1 - Introduction to Animal Farm Unit 10: Activity - Collaborative Group Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 3
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed. <u>English I</u> Unit 7: Lesson 1 - Introduction to Animal Farm Unit 10: Activity - Collaborative Group Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 3
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented. <u>English I</u> Unit 7: Lesson 1 - Introduction to Animal Farm Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 10: Activity - Collaborative Group Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 2 Unit 10: Quiz 3
BENCHMARK / PROFICIENCY	9.CC.5.S LC.	Integrate non-textual information, evaluating the credibility and accuracy of sources. <u>English I</u> Unit 6: Activity - RESEARCH PROJECT TASK - Sources Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 6: Lesson 4 - Gathering Information Unit 6: Quiz 1 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
BENCHMARK / PROFICIENCY	9.CC.6.S LC.	Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning. <u>English I</u> Unit 8 : Lesson 2 - Rhetorical Appeals and Devices Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Quiz 2
STRAND / TOPIC	Grade 9 English Language Arts Standards	
CONTENT STANDARD	Collaborative Communication	

PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	9.CC.7.P.	Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task. <u>English I</u> Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity) Unit 10: Activity - Giving and Following Directions Unit 10: Lesson 6 - Listening and Speaking Skills
BENCHMARK / PROFICIENCY	9.CC.8.P.	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details. <u>English I</u> Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity) Unit 10: Lesson 6 - Listening and Speaking Skills
BENCHMARK / PROFICIENCY	9.CC.9.P.	Include relevant multimedia to enhance understanding of findings, reasoning, and/or evidence. <u>English I</u> Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity) Unit 10: Lesson 2 - Introduction to Media Unit 10: Lesson 3 - Media Literacy Unit 10: Lesson 4: Comparing Media Forms Unit 10: Quiz 1
BENCHMARK / PROFICIENCY	9.CC.10. P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing. <u>English I</u> Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher Unit 7: Lesson 9 - Punctuation Review Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity) Unit 10: Activity - Collaborative Group Unit 10: Activity - Giving and Following Directions Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 2
BENCHMARK / PROFICIENCY	9.CC.11. P.	Demonstrate command of standard English when indicated or appropriate. <u>English I</u> Unit 10: Activity - Collaborative Group Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 2
STRAND / TOPIC	Grade 9 English Language Arts Standards	
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.1.S.	Ensure pronouns have a clear antecedent and are appropriate in number and person. <u>English I</u> Unit 1: Lesson 4 - Adjectives and Possessives Unit 1: Lesson 5 - Using Pronouns Correctly Unit 1: Quiz 2 Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Lesson 8 - Proofreading and Editing

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR	Conditional and subjunctive mood <u>English I</u> Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 3 - Mood and Voice of Verbs Unit 1: Quiz 1

DESCRIPTOR	Shifts in mood and voice <u>English I</u> Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 3 - Mood and Voice of Verbs Unit 1: Lesson 6 - Identifying Adverbs Unit 1: Quiz 1 Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 8 - Proofreading and Editing Unit 10: Lesson 9 - Using Roots and Affixes to Decode Unit 10: Quiz 3

DESCRIPTOR	Active and passive voice <u>English I</u> Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 3 - Mood and Voice of Verbs Unit 1: Quiz 1 Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Lesson 8 - Proofreading and Editing

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.3.S. Use verbals (gerunds, participles, infinitives) correctly.

English I

Unit 3: Lesson 4 - Verbals and Sentence Combining

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.4.S.	Use modifiers effectively:

DESCRIPTOR Predicate adjectives

English I

Unit 1: Lesson 2 - Verb Tenses

Unit 1: Lesson 4 - Adjectives and Possessives

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.5.S. Correct misplaced and dangling modifiers.

English I

Unit 1: Lesson 1 - Basic Grammar: Simple Sentences

Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread

Unit 6: Lesson 8 - Proofreading and Editing

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

English I

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Lesson 4 - Verbals and Sentence Combining

Unit 3: Lesson 5 - Compounds and Sentence Combining

Unit 3: Quiz 2

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR

Adjectival

English I

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 2 - Prepositional Phrases

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Quiz 1

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

DESCRIPTOR

Adverbial

English I

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 2 - Prepositional Phrases

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Quiz 1

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY

9.L.8.S.

Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

English I

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Quiz 1

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

BENCHMARK / PROFICIENCY	9.L.9.S.	Use parallel structure.
<u>English I</u> Unit 1: Lesson 3 - Mood and Voice of Verbs Unit 3: Lesson 4 - Verbals and Sentence Combining Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Quiz 1 Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline Unit 6: Lesson 8 - Proofreading and Editing Unit 6: Quiz 2 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 2 - Rhetorical Appeals and Devices Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 8 : Quiz 1 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet		

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
<u>English I</u> Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Quiz 2 Unit 3: Lesson 2 - Prepositional Phrases Unit 3: Lesson 3 - Subordinate Clauses Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Quiz 1 Unit 7: Lesson 9 - Punctuation Review Unit 7: Quiz 3		

BENCHMARK / PROFICIENCY	9.L.11.C.	Introduce a list, quotation, or clarification, using a colon.
<u>English I</u> Unit 3: Lesson 6 - More Editing and Revising Tips Unit 7: Lesson 9 - Punctuation Review Unit 7: Quiz 3		

BENCHMARK / PROFICIENCY	9.L.12.C.	Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.

English I

Unit 3: Lesson 3 - Subordinate Clauses

Unit 3: Lesson 4 - Verbals and Sentence Combining

Unit 3: Lesson 5 - Compounds and Sentence Combining

Unit 3: Lesson 6 - More Editing and Revising Tips

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Lesson 9 - Grammar Focus: Types of Sentences

Unit 4: Quiz 3

Unit 7: Lesson 9 - Punctuation Review

Unit 7: Quiz 3

BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

English I

Unit 1: Activity: Expository Essay and Discussion

Unit 1: Lesson 1 - Basic Grammar: Simple Sentences

Unit 2: Lesson 4 - Analyzing Conflict and Characterization

Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar

Unit 3: Lesson 6 - More Editing and Revising Tips

Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay

Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay

Unit 4: Lesson 6 - Revising, Editing, and Publishing

Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials

Unit 4: Quiz 2 (Analytical Essay - Rough Draft)

Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft

Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

Unit 7: Lesson 3 - Animal Farm Chapters II-III

Unit 10: Lesson 9 - Using Roots and Affixes to Decode

Main Criteria: Arkansas Standards
Secondary Criteria: 8th Grade US History
Subject: Social Studies
Grade: 8
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 8 - Adopted: 2014

STRAND / TOPIC **AR.SS.US United States History 1800-1900 H.**

CONTENT STANDARD	Era4.8.	Era 4: Expansion and Reform 1801-1861
PERFORMANCE EXPECTATION	Era4.1.8.	Students will analyze the period of expansion and reform in the United States.

BENCHMARK / PROFICIENCY Era4.1.8. 1. Analyze multiple factors that affected territorial expansion and influenced the perspectives of people (e.g., Manifest Destiny, mining, War of 1812, Louisiana Purchase).

8th Grade US History

Unit 4: Lesson 2 - Land Policy Under the Articles
Unit 5: Lesson 1 - Challenges Facing the Early Republic
Unit 5: Lesson 8 - The Thomas Jefferson Administration
Unit 5: Quiz 3
Unit 6: Lesson 1 - Westward Expansion
Unit 6: Lesson 2 - The War of 1812
Unit 6: Lesson 3 - The Era of Good Feelings
Unit 6: Lesson 4 - End of an Era
Unit 6: Lesson 5 - Critical Policy Changes
Unit 6: Quiz 1
Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny
Unit 7: Lesson 5 - The Southwest Gains the Attention of the Nation
Unit 7: Lesson 6 - Manifest Destiny Finds a Friend
Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Lesson 3 - Sectionalism Drives Politics

BENCHMARK / PROFICIENCY Era4.1.8. 2. Analyze the development of regional tensions prior to the Civil War using a variety of primary and secondary sources (e.g., Industrial Revolution, expansion of slavery, immigration, westward movement).

8th Grade US History

Unit 6: Lesson 5 - Critical Policy Changes
Unit 6: Quiz 2
Unit 7: Lesson 2 - Reform Movements
Unit 7: Lesson 8 - Sectionalism Threatens the Union
Unit 7: Lesson 9 - Full Steam Ahead!
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8 : Activity - Comparing the Inauguration Speeches
Unit 8 : Lesson 1 - The Nation Deals with Slavery
Unit 8 : Lesson 2 - Further Compromises Avoid War
Unit 8 : Lesson 3 - Sectionalism Drives Politics
Unit 8 : Lesson 4 - Bleeding Kansas
Unit 8 : Lesson 5 - A Divided Country
Unit 8 : Lesson 6 - Events Lead to Separation
Unit 8 : Lesson 8 - The Early Days of the Civil War
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 9: Activity - Wiki Part 3
Unit 9: Lesson 1 - Pursuing the War

BENCHMARK / PROFICIENCY	Era4.1.8. 3.	Examine economic, political, and geographic causes and effects of territorial expansion. <u>8th Grade US History</u> Unit 4: Lesson 2 - Land Policy Under the Articles Unit 5: Lesson 1 - Challenges Facing the Early Republic Unit 5: Lesson 8 - The Thomas Jefferson Administration Unit 5: Quiz 3 Unit 6: Lesson 1 - Westward Expansion Unit 6: Lesson 4 - End of an Era Unit 6: Lesson 5 - Critical Policy Changes Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny Unit 7: Lesson 6 - Manifest Destiny Finds a Friend Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 8 : Lesson 3 - Sectionalism Drives Politics
BENCHMARK / PROFICIENCY	Era4.1.8. 4.	Analyze purposes, implementation, and effects of public policies (e.g., currency and banking, Indian Removal, disenfranchisement, economic growth, Manifest Destiny). <u>8th Grade US History</u> Unit 6: Lesson 7 - Indian Wars and Removal Unit 6: Lesson 8 - The National Bank War Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny Unit 7: Lesson 6 - Manifest Destiny Finds a Friend Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny Unit 7: Quiz 2 Unit 7: Quiz 3
BENCHMARK / PROFICIENCY	Era4.1.8. 5.	Evaluate actual and proposed laws as a means of addressing the issue of slavery prior to the Civil War (e.g., Fugitive Slave Act, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850). <u>8th Grade US History</u> Unit 6: Lesson 5 - Critical Policy Changes Unit 6: Quiz 2 Unit 7: Lesson 8 - Sectionalism Threatens the Union Unit 8 : Lesson 2 - Further Compromises Avoid War Unit 8 : Lesson 3 - Sectionalism Drives Politics Unit 8 : Lesson 4 - Bleeding Kansas Unit 8 : Lesson 5 - A Divided Country Unit 8 : Lesson 6 - Events Lead to Separation
BENCHMARK / PROFICIENCY	Era4.1.8. 6.	Evaluate the historical significance of individuals, groups, and events. <u>8th Grade US History</u> Unit 3: Lesson 6 - The Declaration of Independence Unit 4: Lesson 4 - The Philadelphia Convention Unit 4: Lesson 8 - The Federalist Papers Unit 4: Quiz 3 Unit 5: Lesson 3 - The Washington Administration Unit 5: Lesson 4 - Events of the Washington Administration Unit 5: Lesson 5 - The Final Years Under Washington Unit 5: Lesson 6 - The John Adams Administration Unit 5: Lesson 8 - The Thomas Jefferson Administration Unit 5: Lesson 9 - The Industrial Revolution Comes to America Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 2 - The War of 1812 Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Lesson 4 - End of an Era Unit 6: Lesson 5 - Critical Policy Changes

Unit 6: Lesson 6 - The Age of Jackson
 Unit 6: Lesson 7 - Indian Wars and Removal
 Unit 6: Lesson 8 - The National Bank War
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lesson 1 - Changes in the Nation
 Unit 7: Lesson 2 - Reform Movements
 Unit 7: Lesson 3 - An American Renaissance
 Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny
 Unit 7: Lesson 5 - The Southwest Gains the Attention of the Nation
 Unit 7: Lesson 6 - Manifest Destiny Finds a Friend
 Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny
 Unit 7: Lesson 8 - Sectionalism Threatens the Union
 Unit 7: Lesson 9 - Full Steam Ahead!
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 7: Social Studies Project - Essay
 Unit 8 : Activity - Comparing the Inauguration Speeches
 Unit 8 : Activity - Wiki Part 1
 Unit 8 : Lesson 2 - Further Compromises Avoid War
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 Unit 8 : Lesson 4 - Bleeding Kansas
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 Unit 8 : Lesson 6 - Events Lead to Separation
 Unit 8 : Lesson 7 - Secession
 Unit 8 : Lesson 8 - The Early Days of the Civil War
 Unit 8 : Lesson 9 - Developments in the Nation
 Unit 8 : Quiz 1
 Unit 8 : Quiz 2
 Unit 8 : Quiz 3
 Unit 8 : Social Studies Project
 Unit 9: Activity - Wiki Part 2
 Unit 9: Activity - Wiki Part 3
 Unit 9: Lesson 1 - Pursuing the War
 Unit 9: Lesson 2 - Events in the Western Theater
 Unit 9: Lesson 3 - Events in the Eastern Theater
 Unit 9: Lesson 4 - On the Home Front
 Unit 9: Lesson 5 - The Union Takes Control
 Unit 9: Lesson 6 - Invasions Lead to Major Losses
 Unit 9: Lesson 7 - An Unpopular War
 Unit 9: Lesson 8 - The War Draws to a Close
 Unit 9: Memorize the Gettysburg Address and Recite
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Lincoln's Reconstruction Plan
 Unit 10: Quiz 1

STRAND / TOPIC **AR.SS.US United States History 1800-1900 H.**

CONTENT STANDARD	Era5.8.	Era 5: Civil War and Reconstruction 1850-1877
PERFORMANCE EXPECTATION	Era5.2.8	Students will analyze the American Civil War and Reconstruction and their effects on the social, economic, and political development of America.

BENCHMARK / PROFICIENCY	Era5.2.8. 1.	Develop historical arguments and explanations of causes of the Civil War using a variety of sources from multiple perspectives (e.g., federal government vs. state's rights, sectionalism, cultural differences between the North and South, abolitionism). <u>8th Grade US History</u> Unit 6: Lesson 5 - Critical Policy Changes Unit 6: Quiz 2 Unit 7: Lesson 2 - Reform Movements Unit 7: Lesson 8 - Sectionalism Threatens the Union Unit 7: Lesson 9 - Full Steam Ahead! Unit 7: Quiz 1 Unit 7: Quiz 3 Unit 8 : Activity - Comparing the Inauguration Speeches Unit 8 : Lesson 1 - The Nation Deals with Slavery Unit 8 : Lesson 2 - Further Compromises Avoid War Unit 8 : Lesson 3 - Sectionalism Drives Politics Unit 8 : Lesson 4 - Bleeding Kansas Unit 8 : Lesson 5 - A Divided Country Unit 8 : Lesson 6 - Events Lead to Separation Unit 8 : Lesson 8 - The Early Days of the Civil War Unit 8 : Quiz 1 Unit 8 : Quiz 2 Unit 8 : Quiz 3 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War
BENCHMARK / PROFICIENCY	Era5.2.8. 2.	Explain ways economic decisions affected individuals, businesses, and society during the course of the Civil War and over time. <u>8th Grade US History</u> Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Lesson 7 - Secession Unit 8 : Lesson 8 - The Early Days of the Civil War Unit 8 : Lesson 9 - Developments in the Nation Unit 8 : Quiz 2 Unit 8 : Quiz 3 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 2 - Events in the Western Theater Unit 9: Lesson 3 - Events in the Eastern Theater Unit 9: Lesson 4 - On the Home Front Unit 9: Lesson 5 - The Union Takes Control Unit 9: Lesson 6 - Invasions Lead to Major Losses Unit 9: Lesson 7 - An Unpopular War Unit 9: Lesson 8 - The War Draws to a Close Unit 9: Memorize the Gettysburg Address and Recite Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	Era5.2.8. 3.	Analyze social and economic effects of the Civil War on America.

8th Grade US History

Unit 7: Social Studies Project - Essay
Unit 8 : Activity - Wiki Part 1
Unit 8 : Lesson 7 - Secession
Unit 8 : Lesson 8 - The Early Days of the Civil War
Unit 8 : Lesson 9 - Developments in the Nation
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 8 : Social Studies Project
Unit 9: Activity - Wiki Part 2
Unit 9: Activity - Wiki Part 3
Unit 9: Lesson 1 - Pursuing the War
Unit 9: Lesson 2 - Events in the Western Theater
Unit 9: Lesson 3 - Events in the Eastern Theater
Unit 9: Lesson 4 - On the Home Front
Unit 9: Lesson 5 - The Union Takes Control
Unit 9: Lesson 6 - Invasions Lead to Major Losses
Unit 9: Lesson 7 - An Unpopular War
Unit 9: Lesson 8 - The War Draws to a Close
Unit 9: Memorize the Gettysburg Address and Recite
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Unit 9: Quiz 2
Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	Era5.2.8. 4.	Analyze the historical significance of selected Civil War battles, events, and people.

8th Grade US History

Unit 7: Social Studies Project - Essay
Unit 8 : Activity - Wiki Part 1
Unit 8 : Lesson 7 - Secession
Unit 8 : Lesson 8 - The Early Days of the Civil War
Unit 8 : Lesson 9 - Developments in the Nation
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 8 : Social Studies Project
Unit 9: Activity - Wiki Part 2
Unit 9: Activity - Wiki Part 3
Unit 9: Lesson 1 - Pursuing the War
Unit 9: Lesson 2 - Events in the Western Theater
Unit 9: Lesson 3 - Events in the Eastern Theater
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Unit 9: Lesson 6 - Invasions Lead to Major Losses
Unit 9: Lesson 7 - An Unpopular War
Unit 9: Lesson 8 - The War Draws to a Close
Unit 9: Memorize the Gettysburg Address and Recite
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	Era5.2.8. 5.	Evaluate the legacy of the Civil War on the nation. <u>8th Grade US History</u> Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Lesson 7 - Secession Unit 8 : Lesson 8 - The Early Days of the Civil War Unit 8 : Lesson 9 - Developments in the Nation Unit 8 : Quiz 2 Unit 8 : Quiz 3 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 2 - Events in the Western Theater Unit 9: Lesson 3 - Events in the Eastern Theater Unit 9: Lesson 4 - On the Home Front Unit 9: Lesson 5 - The Union Takes Control Unit 9: Lesson 6 - Invasions Lead to Major Losses Unit 9: Lesson 7 - An Unpopular War Unit 9: Lesson 8 - The War Draws to a Close Unit 9: Memorize the Gettysburg Address and Recite Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	Era5.2.8. 6.	Evaluate successes and failures of Reconstruction (e.g., Reconstruction Plans, Freedman's Bureau, Civil War Amendments, African-American economic positions, sharecropping, crop liens, public education, African-American role in government). <u>8th Grade US History</u> Unit 9: Quiz 2 Unit 10: Lesson 1 - Lincoln's Reconstruction Plan Unit 10: Lesson 2 - Johnson Continues Presidential Reconstruction Unit 10: Lesson 3 - Congressional Reconstruction Unit 10: Lesson 4 - The Freedmen Unit 10: Lesson 5 - Battle Over Equality Unit 10: Lesson 6 - Impeachment of Andrew Johnson Unit 10: Lesson 8 - Grant's Administration and Scandals Unit 10: Lesson 9 - End of Reconstruction Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3

**STRAND /
TOPIC** **AR.SS.US United States History 1800-1900
H.**

CONTENT STANDARD	Era6.8.	Era 6: Development of the Industrial United States 1870-1900
PERFORMANC E EXPECTATION	Era6.3.8 .	Students will analyze the development of the industrial United States and the economic and cultural transformation that led to modern America.

BENCHMARK / PROFICIENCY	Era6.3.8. 1.	Analyze economic, geographic, and technological growth associated with the Second Industrial Revolution and its impact on American society. <u>8th Grade US History</u> Unit 7: Lesson 9 - Full Steam Ahead!

BENCHMARK / PROFICIENCY	Era6.3.8. 2.	Examine the effects of immigration after 1870 (e.g., social patterns, national unity, cultural diversity, conflicts). <u>8th Grade US History</u> Unit 7: Lesson 9 - Full Steam Ahead! Unit 7: Social Studies Project - Essay Unit 8 : Social Studies Project

BENCHMARK / PROFICIENCY	Era6.3.8. 3.	Analyze the historical significance of individuals, groups, and events. <u>8th Grade US History</u> Unit 5: Lesson 9 - The Industrial Revolution Comes to America Unit 7: Lesson 2 - Reform Movements Unit 7: Lesson 3 - An American Renaissance Unit 7: Lesson 9 - Full Steam Ahead! Unit 7: Quiz 1 Unit 10: Lesson 5 - Battle Over Equality Unit 10: Lesson 9 - End of Reconstruction Unit 10: Quiz 2 Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	Era6.3.8. 5.	Analyze responses to social, economic, and political issues prior to 1900 (e.g., successes and failures of Populism, economic depressions, civil service reform, Tammany Hall, business regulations). <u>8th Grade US History</u> Unit 6: Lesson 4 - End of an Era Unit 7: Lesson 2 - Reform Movements Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny Unit 7: Quiz 1

BENCHMARK / PROFICIENCY	Era6.3.8. 6.	Evaluate federal Indian policy, westward expansion, and the resulting struggles from a variety of perspectives using multiple sources. <u>8th Grade US History</u> Unit 7: Lesson 6 - Manifest Destiny Finds a Friend Unit 10: Lesson 7 - The Plains Indians Wars Unit 10: Quiz 2 Unit 10: Quiz 3

STRAND / TOPIC **AR.AH.7- Arkansas History**
8.

CONTENT STANDARD	CG.AH.7-8.	Civics and Government
PERFORMANCE EXPECTATION	CG.5.AH.7-8.	Students will analyze government and politics in Arkansas.

BENCHMARK / PROFICIENCY	CG.5.AH. 7-8.4.	Examine rights and responsibilities of citizenship in Arkansas <u>8th Grade US History</u> Unit 4: Lesson 9 - The Bill of Rights Unit 4: Quiz 3 Unit 5: Lesson 2 - Citizenship

STRAND / TOPIC **AR.AH.7- Arkansas History**
8.

CONTENT STANDARD	H.AH.7-8.	History
PERFORMANCE EXPECTATION	H.7.AH.7-8.	Students will examine the impact of historical events and people on the development of Arkansas.

BENCHMARK / PROFICIENCY	H.7.AH.7-8.3.	Analyze the historical significance of selected Civil War battles, events, and people on various regions of Arkansas <u>8th Grade US History</u> Unit 8 : Lesson 7 - Secession Unit 8 : Lesson 8 - The Early Days of the Civil War Unit 8 : Lesson 9 - Developments in the Nation Unit 8 : Quiz 2 Unit 8 : Quiz 3 Unit 8 : Social Studies Project Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 2 - Events in the Western Theater Unit 9: Lesson 3 - Events in the Eastern Theater Unit 9: Lesson 4 - On the Home Front Unit 9: Lesson 5 - The Union Takes Control Unit 9: Lesson 6 - Invasions Lead to Major Losses Unit 9: Lesson 7 - An Unpopular War Unit 9: Lesson 8 - The War Draws to a Close Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	H.7.AH.7-8.4.	Examine effects of Reconstruction in Arkansas using multiple, relevant historical sources (e.g., Brooks-Baxter War, Constitution 1874, Freedmen's Bureau, sharecropping, segregation laws) <u>8th Grade US History</u> Unit 10: Lesson 3 - Congressional Reconstruction Unit 10: Lesson 4 - The Freedmen Unit 10: Lesson 5 - Battle Over Equality Unit 10: Quiz 1 Unit 10: Quiz 2

Grade: **8** - Adopted: **2010**

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. <u>8th Grade US History</u> Unit 3: Lesson 6 - The Declaration of Independence Unit 4: Lesson 5 - The Constitution of the United States Unit 4: Lesson 6 - The Constitution of the United States (continued) Unit 4: Lesson 9 - The Bill of Rights Unit 9: Lesson 6 - Invasions Lead to Major Losses Unit 10: Lesson 3 - Congressional Reconstruction

PERFORMANCE EXPECTATION	RH.6-8.2.	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. <u>8th Grade US History</u> Unit 3: Lesson 6 - The Declaration of Independence Unit 4: Lesson 5 - The Constitution of the United States Unit 4: Lesson 6 - The Constitution of the United States (continued) Unit 4: Lesson 9 - The Bill of Rights Unit 9: Lesson 6 - Invasions Lead to Major Losses Unit 10: Lesson 3 - Congressional Reconstruction

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD	Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <u>8th Grade US History</u> Unit 1: Lesson 1 - Age of Discovery Unit 1: Lesson 2 - Race for the Americas Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 5 - The Jamestown Colony: Beginnings of English Successes Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 7 - The Growth of the New England Colonies Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 5 - The Colonial Wars Unit 2: Lesson 6 - Colonial Feeling After the French and Indian War Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 2: Lesson 8 - Events in Boston Lead to Increased Conflict Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 2 - The First Continental Congress Unit 3: Lesson 3 - Lexington and Concord Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 5 - The American Revolutionary War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 7 - The War Turns in America's Favor Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 2 - Land Policy Under the Articles Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 4 - The Philadelphia Convention Unit 4: Lesson 5 - The Constitution of the United States Unit 4: Lesson 6 - The Constitution of the United States (continued) Unit 4: Lesson 7 - The Ratification of the Constitution Unit 4: Lesson 8 - The Federalist Papers Unit 4: Lesson 9 - The Bill of Rights Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 1 - Challenges Facing the Early Republic Unit 5: Lesson 2 - Citizenship Unit 5: Lesson 3 - The Washington Administration Unit 5: Lesson 4 - Events of the Washington Administration Unit 5: Lesson 5 - The Final Years Under Washington Unit 5: Lesson 6 - The John Adams Administration Unit 5: Lesson 7 - Rise of Political Parties Unit 5: Lesson 8 - The Thomas Jefferson Administration Unit 5: Lesson 9 - The Industrial Revolution Comes to America Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 1 - Westward Expansion Unit 6: Lesson 2 - The War of 1812 Unit 6: Lesson 3 - The Era of Good Feelings

Unit 6: Lesson 4 - End of an Era
 Unit 6: Lesson 5 - Critical Policy Changes
 Unit 6: Lesson 6 - The Age of Jackson
 Unit 6: Lesson 7 - Indian Wars and Removal
 Unit 6: Lesson 8 - The National Bank War
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lesson 1 - Changes in the Nation
 Unit 7: Lesson 2 - Reform Movements
 Unit 7: Lesson 3 - An American Renaissance
 Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny
 Unit 7: Lesson 5 - The Southwest Gains the Attention of the Nation
 Unit 7: Lesson 6 - Manifest Destiny Finds a Friend
 Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny
 Unit 7: Lesson 8 - Sectionalism Threatens the Union
 Unit 7: Lesson 9 - Full Steam Ahead!
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8 : Activity - Comparing the Inauguration Speeches
 Unit 8 : Lesson 1 - The Nation Deals with Slavery
 Unit 8 : Lesson 2 - Further Compromises Avoid War
 Unit 8 : Lesson 3 - Sectionalism Drives Politics
 Unit 8 : Lesson 4 - Bleeding Kansas
 Unit 8 : Lesson 5 - A Divided Country
 Unit 8 : Lesson 6 - Events Lead to Separation
 Unit 8 : Lesson 7 - Secession
 Unit 8 : Lesson 8 - The Early Days of the Civil War
 Unit 8 : Lesson 9 - Developments in the Nation
 Unit 8 : Quiz 1
 Unit 8 : Quiz 2
 Unit 8 : Quiz 3
 Unit 9: Lesson 1 - Pursuing the War
 Unit 9: Lesson 2 - Events in the Western Theater
 Unit 9: Lesson 3 - Events in the Eastern Theater
 Unit 9: Lesson 4 - On the Home Front
 Unit 9: Lesson 5 - The Union Takes Control
 Unit 9: Lesson 6 - Invasions Lead to Major Losses
 Unit 9: Lesson 7 - An Unpopular War
 Unit 9: Lesson 8 - The War Draws to a Close
 Unit 9: Lesson 9 - Assassination of Lincoln
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Lincoln's Reconstruction Plan
 Unit 10: Lesson 2 - Johnson Continues Presidential Reconstruction
 Unit 10: Lesson 3 - Congressional Reconstruction
 Unit 10: Lesson 4 - The Freedmen
 Unit 10: Lesson 5 - Battle Over Equality
 Unit 10: Lesson 6 - Impeachment of Andrew Johnson
 Unit 10: Lesson 7 - The Plains Indians Wars
 Unit 10: Lesson 8 - Grant's Administration and Scandals
 Unit 10: Lesson 9 - End of Reconstruction
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

PERFORMANCE RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

E

EXPECTATION

8th Grade US History

Unit 1: Activity - Plan a Colonial Village
 Unit 1: Lesson 1 - Age of Discovery
 Unit 1: Lesson 2 - Race for the Americas
 Unit 1: Lesson 3 - Geography of North America
 Unit 1: Lesson 4 - Early Colonial Attempts
 Unit 1: Lesson 5 - The Jamestown Colony: Beginnings of English Successes

Unit 1: Lesson 6 - The Pilgrims at Plymouth
Unit 1: Lesson 7 - The Growth of the New England Colonies
Unit 1: Lesson 8 - The Middle and Southern Colonies
Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - The Five Strands of Colonial Growth
Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy
Unit 2: Lesson 3 - The Great Awakening
Unit 2: Lesson 4 - Colonial Dissatisfaction
Unit 2: Lesson 5 - The Colonial Wars
Unit 2: Lesson 6 - Colonial Feeling After the French and Indian War
Unit 2: Lesson 7 - British Acts Lead to Unrest
Unit 2: Lesson 8 - Events in Boston Lead to Increased Conflict
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set
Unit 3: Lesson 2 - The First Continental Congress
Unit 3: Lesson 3 - Lexington and Concord
Unit 3: Lesson 4 - The Indispensable Man Leads America Into War
Unit 3: Lesson 5 - The American Revolutionary War
Unit 3: Lesson 6 - The Declaration of Independence
Unit 3: Lesson 7 - The War Turns in America's Favor
Unit 3: Lesson 8 - The War Is Won!
Unit 3: Lesson 9 - The Articles of Confederation
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Nation-Building Time
Unit 4: Lesson 2 - Land Policy Under the Articles
Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation
Unit 4: Lesson 4 - The Philadelphia Convention
Unit 4: Lesson 5 - The Constitution of the United States
Unit 4: Lesson 6 - The Constitution of the United States (continued)
Unit 4: Lesson 7 - The Ratification of the Constitution
Unit 4: Lesson 8 - The Federalist Papers
Unit 4: Lesson 9 - The Bill of Rights
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Challenges Facing the Early Republic
Unit 5: Lesson 2 - Citizenship
Unit 5: Lesson 3 - The Washington Administration
Unit 5: Lesson 4 - Events of the Washington Administration
Unit 5: Lesson 5 - The Final Years Under Washington
Unit 5: Lesson 6 - The John Adams Administration
Unit 5: Lesson 7 - Rise of Political Parties
Unit 5: Lesson 8 - The Thomas Jefferson Administration
Unit 5: Lesson 9 - The Industrial Revolution Comes to America
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Westward Expansion
Unit 6: Lesson 2 - The War of 1812
Unit 6: Lesson 3 - The Era of Good Feelings
Unit 6: Lesson 4 - End of an Era
Unit 6: Lesson 5 - Critical Policy Changes
Unit 6: Lesson 6 - The Age of Jackson
Unit 6: Lesson 7 - Indian Wars and Removal
Unit 6: Lesson 8 - The National Bank War
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Changes in the Nation
Unit 7: Lesson 2 - Reform Movements
Unit 7: Lesson 3 - An American Renaissance
Unit 7: Lesson 4 - Martin Van Buren and Manifest Destiny

Unit 7: Lesson 5 - The Southwest Gains the Attention of the Nation
 Unit 7: Lesson 6 - Manifest Destiny Finds a Friend
 Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny
 Unit 7: Lesson 8 - Sectionalism Threatens the Union
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 Unit 8 : Quiz 2
 Unit 8 : Quiz 3
 Unit 8 : Social Studies Project
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 Unit 9: Activity - Wiki Part 3
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 Unit 10: Lesson 6 - Impeachment of Andrew Johnson
 Unit 10: Lesson 7 - The Plains Indians Wars
 Unit 10: Lesson 8 - Grant's Administration and Scandals
 Unit 10: Lesson 9 - End of Reconstruction
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD	Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>8th Grade US History</u> Unit 7: Lesson 1 - Changes in the Nation Unit 8 : Activity - Wiki Part 1 Unit 8 : Lesson 1 - The Nation Deals with Slavery Unit 9: Activity - Wiki Part 2

PERFORMANCE E EXPECTATION	RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. <u>8th Grade US History</u> Unit 8 : Social Studies Project

PERFORMANCE E EXPECTATION	RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. <u>8th Grade US History</u> Unit 3: Lesson 6 - The Declaration of Independence Unit 4: Lesson 5 - The Constitution of the United States Unit 4: Lesson 6 - The Constitution of the United States (continued) Unit 4: Lesson 9 - The Bill of Rights Unit 9: Lesson 6 - Invasions Lead to Major Losses Unit 10: Lesson 3 - Congressional Reconstruction

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE E EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. <u>8th Grade US History</u> Unit 1: Activity - Plan a Colonial Village Unit 1: Lesson 1 - Age of Discovery Unit 1: Lesson 2 - Race for the Americas Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 5 - The Jamestown Colony: Beginnings of English Successes Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 7 - The Growth of the New England Colonies Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 5 - The Colonial Wars Unit 2: Lesson 6 - Colonial Feeling After the French and Indian War Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 2: Lesson 8 - Events in Boston Lead to Increased Conflict Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 2 - The First Continental Congress Unit 3: Lesson 3 - Lexington and Concord Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 5 - The American Revolutionary War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 7 - The War Turns in America's Favor Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 2 - Land Policy Under the Articles Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 4 - The Philadelphia Convention Unit 4: Lesson 5 - The Constitution of the United States

Unit 4: Lesson 6 - The Constitution of the United States (continued)
Unit 4: Lesson 7 - The Ratification of the Constitution
Unit 4: Lesson 8 - The Federalist Papers
Unit 4: Lesson 9 - The Bill of Rights
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Challenges Facing the Early Republic
Unit 5: Lesson 2 - Citizenship
Unit 5: Lesson 3 - The Washington Administration
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Unit 5: Lesson 6 - The John Adams Administration
Unit 5: Lesson 7 - Rise of Political Parties
Unit 5: Lesson 8 - The Thomas Jefferson Administration
Unit 5: Lesson 9 - The Industrial Revolution Comes to America
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Westward Expansion
Unit 6: Lesson 2 - The War of 1812
Unit 6: Lesson 3 - The Era of Good Feelings
Unit 6: Lesson 4 - End of an Era
Unit 6: Lesson 5 - Critical Policy Changes
Unit 6: Lesson 6 - The Age of Jackson
Unit 6: Lesson 7 - Indian Wars and Removal
Unit 6: Lesson 8 - The National Bank War
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Changes in the Nation
Unit 7: Lesson 2 - Reform Movements
Unit 7: Lesson 3 - An American Renaissance
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Unit 7: Lesson 5 - The Southwest Gains the Attention of the Nation
Unit 7: Lesson 6 - Manifest Destiny Finds a Friend
Unit 7: Lesson 7 - The Fulfillment of Manifest Destiny
Unit 7: Lesson 8 - Sectionalism Threatens the Union
Unit 7: Lesson 9 - Full Steam Ahead!
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Social Studies Project - Essay
Unit 8 : Activity - Comparing the Inauguration Speeches
Unit 8 : Activity - Wiki Part 1
Unit 8 : Lesson 1 - The Nation Deals with Slavery
Unit 8 : Lesson 2 - Further Compromises Avoid War
Unit 8 : Lesson 3 - Sectionalism Drives Politics
Unit 8 : Lesson 4 - Bleeding Kansas
Unit 8 : Lesson 5 - A Divided Country
Unit 8 : Lesson 6 - Events Lead to Separation
Unit 8 : Lesson 7 - Secession
Unit 8 : Lesson 8 - The Early Days of the Civil War
Unit 8 : Lesson 9 - Developments in the Nation
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 8 : Quiz 3
Unit 8 : Social Studies Project
Unit 9: Activity - Wiki Part 2
Unit 9: Activity - Wiki Part 3
Unit 9: Lesson 1 - Pursuing the War
Unit 9: Lesson 2 - Events in the Western Theater
Unit 9: Lesson 3 - Events in the Eastern Theater
Unit 9: Lesson 4 - On the Home Front
Unit 9: Lesson 5 - The Union Takes Control
Unit 9: Lesson 6 - Invasions Lead to Major Losses
Unit 9: Lesson 7 - An Unpopular War
Unit 9: Lesson 8 - The War Draws to a Close

Unit 9: Lesson 9 - Assassination of Lincoln
 Unit 9: Memorize the Gettysburg Address and Recite
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Lincoln's Reconstruction Plan
 Unit 10: Lesson 2 - Johnson Continues Presidential Reconstruction
 Unit 10: Lesson 3 - Congressional Reconstruction
 Unit 10: Lesson 4 - The Freedmen
 Unit 10: Lesson 5 - Battle Over Equality
 Unit 10: Lesson 6 - Impeachment of Andrew Johnson
 Unit 10: Lesson 7 - The Plains Indians Wars
 Unit 10: Lesson 8 - Grant's Administration and Scandals
 Unit 10: Lesson 9 - End of Reconstruction
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.6-8.1(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.

8th Grade US History

Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution
 Unit 7: Social Studies Project - Essay
 Unit 8 : Social Studies Project

BENCHMARK / PROFICIENCY WHST.6-8.1(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.

8th Grade US History

Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution
 Unit 7: Social Studies Project - Essay
 Unit 8 : Social Studies Project

BENCHMARK / PROFICIENCY	WHST.6- 8.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

8th Grade US History

Unit 1: Lesson 3 - Geography of North America

Unit 1: Lesson 4 - Early Colonial Attempts

Unit 1: Lesson 6 - The Pilgrims at Plymouth

Unit 1: Lesson 8 - The Middle and Southern Colonies

Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution

Unit 2: Lesson 1 - The Five Strands of Colonial Growth

Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy

Unit 2: Lesson 3 - The Great Awakening

Unit 2: Lesson 4 - Colonial Dissatisfaction

Unit 2: Lesson 7 - British Acts Lead to Unrest

Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set

Unit 3: Lesson 4 - The Indispensable Man Leads America Into War

Unit 3: Lesson 6 - The Declaration of Independence

Unit 3: Lesson 8 - The War Is Won!

Unit 3: Lesson 9 - The Articles of Confederation

Unit 4: Lesson 1 - Nation-Building Time

Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation

Unit 4: Lesson 8 - The Federalist Papers

Unit 5: Lesson 2 - Citizenship

Unit 6: Lesson 3 - The Era of Good Feelings

Unit 6: Quiz 2

Unit 7: Social Studies Project - Essay

Unit 8 : Activity - Wiki Part 1

Unit 8 : Social Studies Project

Unit 9: Activity - Wiki Part 2

Unit 9: Activity - Wiki Part 3

Unit 9: Lesson 1 - Pursuing the War

Unit 9: Lesson 9 - Assassination of Lincoln

Unit 10: Lesson 8 - Grant's Administration and Scandals

BENCHMARK / PROFICIENCY	WHST.6- 8.1(d)	Establish and maintain a formal style. <u>8th Grade US History</u> Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 8 - The Federalist Papers Unit 5: Lesson 2 - Citizenship Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Quiz 2 Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 9 - Assassination of Lincoln Unit 10: Lesson 8 - Grant's Administration and Scandals
BENCHMARK / PROFICIENCY	WHST.6- 8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented. <u>8th Grade US History</u> Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 8 - The Federalist Papers Unit 5: Lesson 2 - Citizenship Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Quiz 2 Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 9 - Assassination of Lincoln Unit 10: Lesson 8 - Grant's Administration and Scandals

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY WHST.6-8.2(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.

8th Grade US History

Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution

Unit 7: Social Studies Project - Essay

Unit 8 : Social Studies Project

BENCHMARK / PROFICIENCY WHST.6-8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

8th Grade US History

Unit 1: Lesson 3 - Geography of North America

Unit 1: Lesson 4 - Early Colonial Attempts

Unit 1: Lesson 6 - The Pilgrims at Plymouth

Unit 1: Lesson 8 - The Middle and Southern Colonies

Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution

Unit 2: Lesson 1 - The Five Strands of Colonial Growth

Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy

Unit 2: Lesson 3 - The Great Awakening

Unit 2: Lesson 4 - Colonial Dissatisfaction

Unit 2: Lesson 7 - British Acts Lead to Unrest

Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set

Unit 3: Lesson 4 - The Indispensable Man Leads America Into War

Unit 3: Lesson 6 - The Declaration of Independence

Unit 3: Lesson 8 - The War Is Won!

Unit 3: Lesson 9 - The Articles of Confederation

Unit 4: Lesson 1 - Nation-Building Time

Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation

Unit 4: Lesson 8 - The Federalist Papers

Unit 5: Lesson 2 - Citizenship

Unit 6: Lesson 3 - The Era of Good Feelings

Unit 6: Quiz 2

Unit 7: Social Studies Project - Essay

Unit 8 : Activity - Wiki Part 1

Unit 8 : Social Studies Project

Unit 9: Activity - Wiki Part 2

Unit 9: Activity - Wiki Part 3

Unit 9: Lesson 1 - Pursuing the War

Unit 9: Lesson 9 - Assassination of Lincoln

Unit 10: Lesson 8 - Grant's Administration and Scandals

BENCHMARK / PROFICIENCY	WHST.6- 8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8th Grade US History

Unit 1: Lesson 3 - Geography of North America

Unit 1: Lesson 4 - Early Colonial Attempts

Unit 1: Lesson 6 - The Pilgrims at Plymouth

Unit 1: Lesson 8 - The Middle and Southern Colonies

Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution

Unit 2: Lesson 1 - The Five Strands of Colonial Growth

Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy

Unit 2: Lesson 3 - The Great Awakening

Unit 2: Lesson 4 - Colonial Dissatisfaction

Unit 2: Lesson 7 - British Acts Lead to Unrest

Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set

Unit 3: Lesson 4 - The Indispensable Man Leads America Into War

Unit 3: Lesson 6 - The Declaration of Independence

Unit 3: Lesson 8 - The War Is Won!

Unit 3: Lesson 9 - The Articles of Confederation

Unit 4: Lesson 1 - Nation-Building Time

Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation

Unit 4: Lesson 8 - The Federalist Papers

Unit 5: Lesson 2 - Citizenship

Unit 6: Lesson 3 - The Era of Good Feelings

Unit 6: Quiz 2

Unit 7: Social Studies Project - Essay

Unit 8 : Activity - Wiki Part 1

Unit 8 : Social Studies Project

Unit 9: Activity - Wiki Part 2

Unit 9: Activity - Wiki Part 3

Unit 9: Lesson 1 - Pursuing the War

Unit 9: Lesson 9 - Assassination of Lincoln

Unit 10: Lesson 8 - Grant's Administration and Scandals

BENCHMARK / PROFICIENCY	WHST.6- 8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

8th Grade US History

Unit 1: Lesson 3 - Geography of North America
Unit 1: Lesson 4 - Early Colonial Attempts
Unit 1: Lesson 6 - The Pilgrims at Plymouth
Unit 1: Lesson 8 - The Middle and Southern Colonies
Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution
Unit 2: Lesson 1 - The Five Strands of Colonial Growth
Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy
Unit 2: Lesson 3 - The Great Awakening
Unit 2: Lesson 4 - Colonial Dissatisfaction
Unit 2: Lesson 7 - British Acts Lead to Unrest
Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set
Unit 3: Lesson 4 - The Indispensable Man Leads America Into War
Unit 3: Lesson 6 - The Declaration of Independence
Unit 3: Lesson 8 - The War Is Won!
Unit 3: Lesson 9 - The Articles of Confederation
Unit 4: Lesson 1 - Nation-Building Time
Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation
Unit 4: Lesson 8 - The Federalist Papers
Unit 5: Lesson 2 - Citizenship
Unit 6: Lesson 3 - The Era of Good Feelings
Unit 6: Quiz 2
Unit 7: Social Studies Project - Essay
Unit 8 : Activity - Wiki Part 1
Unit 8 : Social Studies Project
Unit 9: Activity - Wiki Part 2
Unit 9: Activity - Wiki Part 3
Unit 9: Lesson 1 - Pursuing the War
Unit 9: Lesson 9 - Assassination of Lincoln
Unit 10: Lesson 8 - Grant's Administration and Scandals

BENCHMARK / PROFICIENCY	WHST.6- 8.2(e)	Establish and maintain a formal style and objective tone.

8th Grade US History

Unit 1: Lesson 3 - Geography of North America
Unit 1: Lesson 4 - Early Colonial Attempts
Unit 1: Lesson 6 - The Pilgrims at Plymouth
Unit 1: Lesson 8 - The Middle and Southern Colonies
Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution
Unit 2: Lesson 1 - The Five Strands of Colonial Growth
Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy
Unit 2: Lesson 3 - The Great Awakening
Unit 2: Lesson 4 - Colonial Dissatisfaction
Unit 2: Lesson 7 - British Acts Lead to Unrest
Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set
Unit 3: Lesson 4 - The Indispensable Man Leads America Into War
Unit 3: Lesson 6 - The Declaration of Independence
Unit 3: Lesson 8 - The War Is Won!
Unit 3: Lesson 9 - The Articles of Confederation
Unit 4: Lesson 1 - Nation-Building Time
Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation
Unit 4: Lesson 8 - The Federalist Papers
Unit 5: Lesson 2 - Citizenship
Unit 6: Lesson 3 - The Era of Good Feelings
Unit 6: Quiz 2
Unit 7: Social Studies Project - Essay
Unit 8 : Activity - Wiki Part 1
Unit 8 : Social Studies Project
Unit 9: Activity - Wiki Part 2
Unit 9: Activity - Wiki Part 3
Unit 9: Lesson 1 - Pursuing the War
Unit 9: Lesson 9 - Assassination of Lincoln
Unit 10: Lesson 8 - Grant's Administration and Scandals

BENCHMARK / PROFICIENCY	WHST.6- 8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>8th Grade US History</u> Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 8 - The Federalist Papers Unit 5: Lesson 2 - Citizenship Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Quiz 2 Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 9 - Assassination of Lincoln Unit 10: Lesson 8 - Grant's Administration and Scandals		

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies 6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.6- 8.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. <u>8th Grade US History</u> Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 8 - The Federalist Papers Unit 5: Lesson 2 - Citizenship Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Quiz 2 Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 9 - Assassination of Lincoln Unit 10: Lesson 8 - Grant's Administration and Scandals

**STRAND /
TOPIC** **AR.WHST Writing Standards for Literacy in History/Social Studies
.6-8.**

CONTENT STANDARD	Production and Distribution of Writing

PERFORMANCE E EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>8th Grade US History</u> Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 8 - The Federalist Papers Unit 5: Lesson 2 - Citizenship Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Quiz 2 Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 9 - Assassination of Lincoln Unit 10: Lesson 8 - Grant's Administration and Scandals
PERFORMANCE E EXPECTATION	WHST.6- 8.5.	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. <u>8th Grade US History</u> Unit 8 : Social Studies Project
PERFORMANCE E EXPECTATION	WHST.6- 8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. <u>8th Grade US History</u> Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 7: Social Studies Project - Essay Unit 8 : Social Studies Project
STRAND / TOPIC	AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.	
CONTENT STANDARD		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.7.	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. <u>8th Grade US History</u> Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War
PERFORMANCE EXPECTATION	WHST.6-8.8.	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. <u>8th Grade US History</u> Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research. <u>8th Grade US History</u> Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 7: Social Studies Project - Essay Unit 8 : Social Studies Project
STRAND / TOPIC	AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.	
CONTENT STANDARD		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10. 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. <u>8th Grade US History</u> Unit 1: Lesson 3 - Geography of North America Unit 1: Lesson 4 - Early Colonial Attempts Unit 1: Lesson 6 - The Pilgrims at Plymouth Unit 1: Lesson 8 - The Middle and Southern Colonies Unit 1: Lesson 9 - Colonial Life and the Peculiar Institution Unit 2: Lesson 1 - The Five Strands of Colonial Growth Unit 2: Lesson 2 - Changes in the English Government Lead to Changes in Colonial Policy Unit 2: Lesson 3 - The Great Awakening Unit 2: Lesson 4 - Colonial Dissatisfaction Unit 2: Lesson 7 - British Acts Lead to Unrest Unit 3: Lesson 1 - Outstanding Intellectuals Shape the American Mind-set Unit 3: Lesson 4 - The Indispensable Man Leads America Into War Unit 3: Lesson 6 - The Declaration of Independence Unit 3: Lesson 8 - The War Is Won! Unit 3: Lesson 9 - The Articles of Confederation Unit 4: Lesson 1 - Nation-Building Time Unit 4: Lesson 3 - Weaknesses of the Articles of Confederation Unit 4: Lesson 8 - The Federalist Papers Unit 5: Lesson 2 - Citizenship Unit 6: Lesson 3 - The Era of Good Feelings Unit 6: Quiz 2 Unit 7: Social Studies Project - Essay Unit 8 : Activity - Wiki Part 1 Unit 8 : Social Studies Project Unit 9: Activity - Wiki Part 2 Unit 9: Activity - Wiki Part 3 Unit 9: Lesson 1 - Pursuing the War Unit 9: Lesson 9 - Assassination of Lincoln Unit 10: Lesson 8 - Grant's Administration and Scandals

Main Criteria: Arkansas Standards
Secondary Criteria: Algebra I
Subject: Mathematics
Grade: 9
Correlation Options: Show Correlated

Arkansas Standards
Mathematics
Grade: 9 - Adopted: 2023

STRAND / TOPIC **Algebra I Mathematics Standards**

CONTENT STANDARD	A1.EX.	Expressions
PERFORMANCE EXPECTATION		Polynomials, Roots, & Exponent Laws - Students simplify algebraic and numerical expressions.

BENCHMARK / PROFICIENCY	A1.EX.1.	Add, subtract, and multiply polynomials; compare the system of polynomials to the system of integers when performing operations. <u>Algebra I</u> Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products Unit 8 - Polynomials and Factoring: Quiz 1
BENCHMARK / PROFICIENCY	A1.EX.2.	Simplify and perform operations with radical expressions without variables; rationalizing denominators should not include conjugates. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 2
BENCHMARK / PROFICIENCY	A1.EX.3.	Simplify algebraic expressions using the laws of exponents. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 1 Unit 7 - Exponents and Exponential Functions: Quiz 2
BENCHMARK / PROFICIENCY	A1.EX.4.	Interpret the parts of expressions such as terms, factors, and coefficients in terms of a real-world context. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2

STRAND / TOPIC **Algebra I Mathematics Standards**

CONTENT STANDARD	A1.FN.	Functions
PERFORMANCE EXPECTATION		Domain & Range, Function Notation - Students understand the concept of a function, domain and range, and use function notation; students use function notation to solve problems.

BENCHMARK / PROFICIENCY	A1.FN.1.	Explain that a function assigns each element in the domain to exactly one element in the range. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1
BENCHMARK / PROFICIENCY	A1.FN.2.	Use function notation to represent functions, understanding that if f is a function and x is an element of its domain, then $f(x)$ represents the output of f corresponding to the input x. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1
BENCHMARK / PROFICIENCY	A1.FN.3.	Graph functions given in function notation, understanding that the graph contains the points $(x, f(x))$. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1
BENCHMARK / PROFICIENCY	A1.FN.4.	Evaluate functions expressed in function notation for one or more elements in their domains (inputs); use function notation to describe a contextual situation. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.FN.	Functions
PERFORMANCE EXPECTATION		Construct & Compare - Students construct and compare linear, quadratic, and exponential models and solve problems.

BENCHMARK / PROFICIENCY	A1.FN.5.	Differentiate between real-world scenarios that can be modeled by exponential or linear functions by determining whether the relationship has a common difference or a common ratio. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Create & Solve - Students create and solve equations that model linear relationships.

BENCHMARK / PROFICIENCY	A1.LFE.1.	Represent and solve real-world problems, using linear expressions, equations, and inequalities in one variable. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities Unit 3 - Equations and Inequalities: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3
BENCHMARK / PROFICIENCY	A1.LFE.2.	Construct linear functions from arithmetic sequences with and without context. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3
BENCHMARK / PROFICIENCY	A1.LFE.3.	Solve linear formulas for a specified variable. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2
BENCHMARK / PROFICIENCY	A1.LFE.4.	Solve linear equations, linear inequalities, and absolute value equations in one variable, including those with rational number coefficients, and variables on both sides of the equal or inequality sign; solve them fluently, explaining the process used. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities Unit 3 - Equations and Inequalities: Quiz 1 Unit 3 - Equations and Inequalities: Quiz 2
STRAND / TOPIC		Algebra I Mathematics Standards

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Interpret Key Features - Students interpret key features of equations that model linear relationships.

BENCHMARK / PROFICIENCY	A1.LFE.5.	Determine the domain and range of linear functions in mathematical problems. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1
BENCHMARK / PROFICIENCY	A1.LFE.6.	Determine reasonable domain and range values of linear functions representing real-world situations, both continuous and discrete; interpret the solution as reasonable or unreasonable in context. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1
BENCHMARK / PROFICIENCY	A1.LFE.9.	Calculate and interpret the rate of change of a linear function represented in a table, graph, or as an equation in context of real-world and mathematical problems. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
BENCHMARK / PROFICIENCY	A1.LFE.10.	Translate among equivalent forms of equations for linear functions, including standard, point-slope, and slope-intercept forms; recognize that each form reveals key features in a given context. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3

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Algebra I Mathematics Standards

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Systems of Equations & Inequalities - Students solve systems of equations and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.1 1.	Solve systems of linear equations by substitution, elimination, and graphing with and without a real-world context; understand that the solutions will be the same regardless of the method for solving. <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 6 - Systems of Equations and Inequalities: Quiz 2

BENCHMARK / PROFICIENCY	A1.LFE.1 3.	Explain why a solution to the equation $f(x) = g(x)$ is the x-coordinate where the y-coordinate of $f(x)$ and $g(x)$ are the same using graphs, tables, or approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential. <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1

BENCHMARK / PROFICIENCY	A1.LFE.1 4.	Solve linear inequalities and systems of linear inequalities in two variables by graphing. <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued) Unit 6 - Systems of Equations and Inequalities: Quiz 3

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Algebra I Mathematics Standards

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Graphing & Transformations - Students graph linear functions, equations, and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.1 5.	Write linear equations that model the relationship between two quantities and produce a graph of the equation. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
BENCHMARK / PROFICIENCY	A1.LFE.1 6.	Graph linear functions expressed as an equation and show intercepts of the graph without technology. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
BENCHMARK / PROFICIENCY	A1.LFE.1 8.	Graph and generalize the effect of transformations on linear and absolute value functions. Transformations include: stretches, compressions, vertical, and horizontal <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2
BENCHMARK / PROFICIENCY	A1.LFE.1 9.	Given the graph of a linear function, explain the effects of the transformation from the parent function, $y = x$. <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2
STRAND / TOPIC		Algebra I Mathematics Standards

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Statistical Relationships - Students explore linear statistical relationships.

BENCHMARK / PROFICIENCY A1.LFE.2 0. Write linear functions that provide a reasonable fit to data and use them to make predictions, with and without technology; interpret the slope and y-intercept in context.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

BENCHMARK / PROFICIENCY A1.LFE.2 1. Calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

BENCHMARK / PROFICIENCY A1.LFE.2 2. Compare and contrast correlation and causation in real-world problems.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve - Students create and solve equations that model quadratic relationships.

BENCHMARK / PROFICIENCY A1.QFE.1 . Represent and solve real-world problems using quadratic expressions and equations in one variable.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.QFE.2	Write quadratic equations with real number solutions that model the relationship between two quantities and produce a graph of the equation.
		<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve - Students create and solve equations that model quadratic relationships.
BENCHMARK / PROFICIENCY	A1.QFE.3.	Solve quadratic equations with real number solutions, containing one variable, including those with variables on both sides of the equal sign. Equations should be solved by:

DESCRIPTOR	Graphing,
	<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

DESCRIPTOR	Factoring (including perfect square trinomials and difference of squares binomials),
	<u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 3

DESCRIPTOR	Using the quadratic formula,
	<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2

DESCRIPTOR	Completing the square, or
	<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2

DESCRIPTOR	Taking the square root. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Quiz 2

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Algebra I Mathematics Standards

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Interpret Key Features - Students interpret key features of equations that model quadratic relationships.

BENCHMARK / PROFICIENCY	A1.QFE.4 Determine the domain and range of quadratic functions in mathematical problems.
	<u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1

BENCHMARK / PROFICIENCY	A1.QFE.5.	Determine reasonable domain and range values of quadratic functions representing real-world situations, both continuous and discrete; interpret the solution as reasonable or unreasonable in context.

Algebra I

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 1

BENCHMARK / PROFICIENCY	A1.QFE.7 Flexibly use different representations of a quadratic function, including graphs, tables, and equations.
	<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.QFE.9.	Use factoring and completing the square to create equivalent forms of quadratic functions to reveal key attributes.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

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TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Graphing & Transformations - Students graph quadratic functions and explore different transformations of $y = x^2$.

BENCHMARK / PROFICIENCY A1.QFE.1 0. Graph quadratic functions given as an equation or in function notation, labeling key attributes, without technology.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY A1.QFE.1 1. Graph and describe the effect of transformations on quadratic functions. Transformations include: stretches, compressions, vertical, and horizontal

Algebra I

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 2

BENCHMARK / PROFICIENCY A1.QFE.1 2. Given the graph of a quadratic function, explain the effects of the transformation from the parent function, $y = x^2$.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 2

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Algebra I Mathematics Standards

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Statistical Relationships - Students explore quadratic statistical relationships.

BENCHMARK / PROFICIENCY A1.QFE.1 3. Write quadratic functions that provide a reasonable fit to data and use them to make predictions with technology.

Algebra I

Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve - Students create and solve problems that model exponential relationships.

BENCHMARK / PROFICIENCY	A1.EFE.1.	Represent and solve real-world problems, using exponential equations in one variable. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.EFE.2.	Represent real-world problems (growth, decay, and compound interest), using exponential equations. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.EFE.3.	Construct exponential equations from geometric sequences with and without context. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations
PERFORMANCE EXPECTATION		Interpret Key Features - Students interpret key features of equations that model exponential relationships.

BENCHMARK / PROFICIENCY	A1.EFE.4.	Determine the domain and range of exponential functions in mathematical problems. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY	A1.EFE.5.	Determine reasonable domain and range values of exponential functions representing real-world situations, both continuous and discrete; interpret the solution as reasonable or unreasonable in context. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY	A1.EFE.6	Interpret the key features of an exponential function that models a relationship between two quantities in a given context.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.EFE.7.	Flexibly use different representations of an exponential function, including graphs, tables, and equations.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

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Algebra I Mathematics Standards

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations
PERFORMANCE EXPECTATION		Graphing - Students graph exponential functions.

BENCHMARK / PROFICIENCY	A1.EFE.9.	Graph exponential functions that model real-world problems (growth, decay, and compound interest), showing key attributes.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

Algebra I Mathematics Standards

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations
PERFORMANCE EXPECTATION		Statistical Relationships - Students explore exponential statistical relationships.

BENCHMARK / PROFICIENCY	A1.EFE.10.	Write exponential functions that provide a reasonable fit to data and use them to make predictions with technology. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

Geometry Mathematics Standards

CONTENT STANDARD	G.CIR.	Circles
PERFORMANCE EXPECTATION		Circle Relationships - Students explore and use circle relationships to solve problems.

BENCHMARK / PROFICIENCY	G.CIR.5.	Explain why the formulas for the area and circumference of a circle work using dissection and informal limit arguments. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2

STRAND / TOPIC

Geometry Mathematics Standards

CONTENT STANDARD	G.LA.	Lines & Angles
PERFORMANCE EXPECTATION		Parallel & Perpendicular Lines - Students solve problems involving parallel and perpendicular lines.

BENCHMARK / PROFICIENCY	G.LA.5.	Prove and apply slope criteria of parallel and perpendicular lines to solve problems. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2

BENCHMARK / PROFICIENCY	G.LA.6.	Write an equation of a line that is parallel or perpendicular to a given line and passing through a given point. <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2

STRAND / TOPIC

ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.RC.	Radicals and Complex Numbers
PERFORMANCE EXPECTATION		Radical Expressions and Rational Exponents – Students apply properties to radical expressions and rational exponents.

BENCHMARK / PROFICIENCY	A2.RC.1.	Explain how extending the properties of integer exponents to rational exponents provides an alternative notation for radicals. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A2.RC.2.	Apply the properties of exponents to translate between radical and exponential forms of expressions. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A2.RC.3.	Simplify and perform operations with radical expressions with and without variables; rationalizing denominators should include conjugates. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 2

STRAND / TOPIC

ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.FN.	Functions
PERFORMANCE EXPECTATION		Transformations – Students perform transformations in the coordinate plane.

BENCHMARK / PROFICIENCY	A2.FN.3.	Explain how restricting the domain of a function allows the creation of its inverse. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1

STRAND / TOPIC

ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.LFE.	Linear Functions and Equations
PERFORMANCE EXPECTATION		Arithmetic Sequences – Students use arithmetic sequences to model problems.

BENCHMARK / PROFICIENCY	A2.LFE.1.	Write and use arithmetic sequences recursively and explicitly to model situations; translate between the two forms when given a graph, a description of the relationship, or two input-output pairs.
<u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3		

STRAND / TOPIC

ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.QFE.	Quadratic Functions, Equations and Inequalities
PERFORMANCE EXPECTATION		Graph & Key Features – Students graph and interpret key features of equations that model quadratic relationships.

BENCHMARK / PROFICIENCY	A2.QFE.4	Use the discriminant to determine the number and type of solutions of a quadratic equation.
<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2		

BENCHMARK / PROFICIENCY	A2.QFE.5.	Sketch the graph of a quadratic function given a verbal description and show key features.
<u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3		

STRAND / TOPIC

ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.ELF.	Exponential & Logarithmic Functions & Equations

PERFORMANCE EXPECTATION		Create & Solve – Students create and solve problems that model exponential and logarithmic relationships.
BENCHMARK / PROFICIENCY	A2.ELF.1.	Use the properties of exponents to find equivalent expressions and to solve equations, including those involving rational exponents. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 1 Unit 7 - Exponents and Exponential Functions: Quiz 2
BENCHMARK / PROFICIENCY	A2.ELF.2.	Write and solve equations from real-world problems that can be represented as a logarithmic or exponential function in one variable. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
BENCHMARK / PROFICIENCY	A2.ELF.3.	Write exponential equations that model the relationship between two quantities when given a graph, a written description, or a table of values within a mathematical or real-world context. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3
BENCHMARK / PROFICIENCY	A2.ELF.4.	Write and use geometric sequences recursively and explicitly to model situations; translate between the two forms when given a graph, a description of the relationship, or two input-output pairs. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3
STRAND / TOPIC		ALGEBRA II MATH STANDARDS
CONTENT STANDARD	A2.ELF.	Exponential & Logarithmic Functions & Equations
PERFORMANCE EXPECTATION		Logarithms – Students define and use logarithms.

BENCHMARK / PROFICIENCY	A2.ELF.5.	Translate between logarithmic and exponential forms of an equation.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A2.ELF.6.	Use properties of logarithms to simplify and evaluate logarithmic expressions, with or without technology.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.ELF.	Exponential & Logarithmic Functions & Equations
PERFORMANCE EXPECTATION		Graph & Key Features – Students graph and interpret key features of exponential and logarithmic models.

BENCHMARK / PROFICIENCY	A2.ELF.8.	Determine the domain and range of logarithmic functions in mathematical problems.
		<u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY	A2.ELF.10.	Sketch the graph of an exponential function given a verbal description and show key features.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A2.ELF.11.	Calculate and interpret the average rate of change of an exponential function represented in a table, graph, or as an equation in the context of mathematical and real-world problems.
		<u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A2.ELF.1 2.	Graph exponential and logarithmic functions with and without context, identifying key features, and determining constraints in a given context. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A2.ELF.1 3.	Graph and generalize the effect of transformations on exponential and logarithmic functions. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.ELF.	Exponential & Logarithmic Functions & Equations
PERFORMANCE EXPECTATION		Transformations include: stretches, compressions, vertical shifts, and horizontal shifts
BENCHMARK / PROFICIENCY	A2.ELF.1 4.	Given the graphs of exponential and logarithmic functions, explain the effects of the transformation from the parent function.

DESCRIPTOR	Exponentials: $y = ab^x$, $a \neq 0$, $b > 0$, and $b \neq 1$ <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2

DESCRIPTOR	Logarithms: $y = \log_b(x)$, $b > 0$, $x > 0$, and $b \neq 1$ <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve – Students create and solve rational and polynomial equations.

BENCHMARK / PROFICIENCY A2.PRF.1. Write and solve equations from real-world problems that can be represented as a rational or square root function in one variable.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

BENCHMARK / PROFICIENCY A2.PRF.6 Solve rational and radical equations containing one variable specifying extraneous solution.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Graph & Key Features – Students graph and identify key features of functions.

BENCHMARK / PROFICIENCY	A2.PRF.1 1.	Calculate and interpret the average rate of change of polynomial functions represented in a table, graph, or as an equation in context of mathematical and real-world problems.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Graph & Key Features – Students graph and identify key features of functions.
BENCHMARK / PROFICIENCY	A2.PRF. 12.	Graph functions with and without context, identifying key features and determining constraints in a given context.

DESCRIPTOR

Functions include: polynomial, rational, square root, and piecewise-defined

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 2

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Graph & Key Features – Students graph and identify key features of functions.
BENCHMARK / PROFICIENCY	A2.PRF. 13.	Graph and generalize the effect of transformations on square root, cubic, and rational functions.

DESCRIPTOR

Transformations include: stretches, compressions, vertical shifts, and horizontal shifts

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 2

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ALGEBRA II MATH STANDARDS

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Graph & Key Features – Students graph and identify key features of functions.
BENCHMARK / PROFICIENCY	A2.PRF. 14.	Given a graph, explain the effects of the transformation from the parent function.

DESCRIPTOR	Square roots: $y = \sqrt{x}$ <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2	

DESCRIPTOR	Cubics: $y = x^3$ <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2	

DESCRIPTOR	Rationals: $y = 1/x$ <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2	

STRAND / TOPIC **ALGEBRA II MATH STANDARDS**

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Factor Polynomials – Students factor polynomials.

BENCHMARK / PROFICIENCY	A2.PRF.1 5.	Apply the Remainder Theorem to factor and create equivalent forms of polynomial functions. <u>Algebra I</u> Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 2

STRAND / TOPIC **ALGEBRA II MATH STANDARDS**

CONTENT STANDARD	A2.PRF.	Polynomial, Rational, & Other Functions & Equations
PERFORMANCE EXPECTATION		Rational Expressions – Students perform operations on rational expressions.

BENCHMARK / PROFICIENCY	A2.PRF.1 7.	Apply understanding of rational number operations to add, subtract, multiply, and divide by nonzero rational expressions. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

BENCHMARK / PROFICIENCY	A2.PRF.1 9.	Divide polynomial expressions using inspection, long division, and synthetic division, with and without a remainder. <u>Algebra I</u> Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 2

STRAND / TOPIC

TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.MPM .	Mathematical Processes & Modeling
PERFORMANCE EXPECTATION		Mathematical Processes & Modeling – Students use mathematical processes and models to acquire, demonstrate, and communicate mathematical understanding in real-world scenarios.

BENCHMARK / PROFICIENCY	TM.MPM. 2.	Use mathematical processes with algebraic formulas, numerical techniques, and graphs to solve real-world scenarios. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.MPM .	Mathematical Processes & Modeling
PERFORMANCE EXPECTATION		Mathematical Processes & Modeling – Students use mathematical processes and models to acquire, demonstrate, and communicate mathematical understanding in real-world scenarios.
BENCHMARK / PROFICIENCY	TM.MPM .3.	Create mathematical models and use problem-solving skills, independently and as a collaborative team, for real-world scenarios to:

DESCRIPTOR	Analyze given information or data <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2

DESCRIPTOR	Identify patterns or relationships <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	T.M.MPM .	Mathematical Processes & Modeling

PERFORMANCE EXPECTATION		Mathematical Processes & Modeling – Students use mathematical processes and models to acquire, demonstrate, and communicate mathematical understanding in real-world scenarios.

BENCHMARK / PROFICIENCY	TM.MPM. 4.	Select appropriate tools and techniques to solve problems. <u>Algebra I</u> Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding

BENCHMARK / PROFICIENCY	TM.MPM. 5.	Demonstrate effective use of resources. <u>Algebra I</u> Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding

BENCHMARK / PROFICIENCY	TM.MPM. 6.	Use precise mathematical language and multiple representations to organize, record, and communicate mathematical ideas or solutions to solve real-world scenarios independently and collaboratively. <u>Algebra I</u> Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.NPR.	Numerical & Proportional Reasoning
PERFORMANCE EXPECTATION		Model with Estimation – Students use estimation to solve real-world problems and assess the reasonableness of a solution.

BENCHMARK / PROFICIENCY	TM.NPR.1 .	Use estimation to identify the most reasonable mathematical solution. <u>Algebra I</u> Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding

BENCHMARK / PROFICIENCY	TM.NPR. 2.	Use estimation and precision in real-world scenarios. <u>Algebra I</u> Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.NPR.	Numerical & Proportional Reasoning
PERFORMANCE EXPECTATION		Proportional Reasoning – Students understand and reason about relationships between quantities.

BENCHMARK / PROFICIENCY	TM.NPR. 3.	Solve real-world problems and interpret results involving calculations with percentages, decimals, and fractions.

DESCRIPTOR	Calculations include: conversions, percent change, and percent of quantities <u>Algebra I</u> Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.NPR.	Numerical & Proportional Reasoning

PERFORMANCE EXPECTATION		Proportional Reasoning – Students understand and reason about relationships between quantities.

BENCHMARK / PROFICIENCY TM.NPR. 4. Recognize, set up, and solve proportions from real-world scenarios.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 2

BENCHMARK / PROFICIENCY TM.NPR. 5. Utilize real-world scenarios requiring interpretation and comparison of various representations of rates, ratios, and proportions including scale drawings.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 2

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.NPR.	Numerical & Proportional Reasoning
PERFORMANCE EXPECTATION		Comparison – Students use number sense and proportional reasoning to draw conclusions and communicate results.

BENCHMARK / PROFICIENCY TM.NPR.7 Use dimensional analysis to solve problems involving multiple units of measurement.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

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TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.AR.	Algebraic Relationships
PERFORMANCE EXPECTATION		Model with Functions – Students use mathematical concepts of algebra to explain linear and nonlinear applications in real-world scenarios.

BENCHMARK / PROFICIENCY	TM.AR.1.	Analyze and apply rate of change in terms of real-world scenarios. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3

STRAND / TOPIC

TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.AR.	Algebraic Relationships
PERFORMANCE EXPECTATION		Model with Data – Students use data to make decisions and predictions.
BENCHMARK / PROFICIENCY	TM.AR.5 .	Create, interpret, and analyze best-fit models of linear and exponential functions to solve real-world scenarios.

DESCRIPTOR	Interpret the constants, coefficients, and bases in the context of the data. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 3

DESCRIPTOR	Check the model for best fit and use the model, where appropriate, to draw conclusions or make predictions. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 3 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

TECHNICAL MATH STANDARDS

CONTENT STANDARD	TM.MS.	Measurement
PERFORMANCE EXPECTATION		Measurement & Measurement Tools – Students apply measurement and use measurement tools in real-world scenarios.

BENCHMARK / PROFICIENCY	TM.MS.1.	Convert between and within the metric system and the U.S. customary system in real-world scenarios. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates Unit 2 - Introduction and Basics to Algebra: Quiz 2

STRAND / TOPIC **QUANTITATIVE REASONING STANDARDS**

CONTENT STANDARD	QR.MD.	Modeling
PERFORMANCE EXPECTATION		Bivariate Data Sets – Students use bivariate data sets to solve problems.

BENCHMARK / PROFICIENCY	QR.MD.5.	Select models for a given set of bivariate data sets; justify the choice. <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 3

BENCHMARK / PROFICIENCY	QR.MD.6	Represent and use mathematical models for bivariate data sets to answer questions, draw conclusions, and make decisions. <u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 3

STRAND / TOPIC **QUANTITATIVE REASONING STANDARDS**

CONTENT STANDARD	QR.NR.	Numerical Reasoning
PERFORMANCE EXPECTATION		Number, Ratio, & Probability – Students use number sense and proportional reasoning in real-world settings to make and communicate decisions in order to draw conclusions based on quantitative analysis.

BENCHMARK / PROFICIENCY	QR.NR.6.	Solve real-world problems requiring interpretation and comparison of various representations of rates and ratios. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates Unit 2 - Introduction and Basics to Algebra: Quiz 2

BENCHMARK / PROFICIENCY	QR.NR.7.	Distinguish between proportional and non-proportional real-world situations; when appropriate, apply proportional reasoning. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates Unit 2 - Introduction and Basics to Algebra: Quiz 2

STRAND / TOPIC **ADVANCED TOPICS & MODELING IN MATHEMATICS STANDARDS**

CONTENT STANDARD	AT.FN.	Functions
PERFORMANCE EXPECTATION		Graphing Functions – Students analyze functions using graphing.
BENCHMARK / PROFICIENCY	AT.FN.3.	Graph functions expressed symbolically and show key features of the graph using technology.

DESCRIPTOR	Functions include exponential, logarithmic, and trigonometric functions. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

ADVANCED TOPICS & MODELING IN MATHEMATICS STANDARDS

CONTENT STANDARD	AT.FN.	Functions
PERFORMANCE EXPECTATION		Graphing Functions – Students analyze functions using graphing.
BENCHMARK / PROFICIENCY	AT.FN.4.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions, with or without the appropriate technology. Contextual situations may include:

DESCRIPTOR	Cube root (e.g., minimizing packaging on cubic boxes, geostationary satellites) <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2

DESCRIPTOR	Piecewise (e.g., postage stamp function, teacher salary, GPS for distance) <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2

DESCRIPTOR	Square root (distance via Pythagorean Theorem) <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2

**STRAND /
TOPIC**

ADVANCED TOPICS & MODELING IN MATHEMATICS STANDARDS

CONTENT STANDARD	AT.FN.	Functions
PERFORMANCE EXPECTATION		Graphing Functions – Students analyze functions using graphing.

BENCHMARK / PROFICIENCY AT.FN.6. Graph rational functions, identifying zeros and asymptotes (vertical, horizontal, and/or oblique) when suitable factorizations are available and showing end behavior, with or without the appropriate technology.

Algebra I

Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

**STRAND /
TOPIC**

CALCULUS STANDARDS

CONTENT STANDARD	C.LC.	Limits & Continuity
PERFORMANCE EXPECTATION		Identify and Calculate Limits – Students determine the limit of a function at a value numerically, graphically, and analytically.

BENCHMARK / PROFICIENCY CL.LC.1. **Identify vertical asymptotes in rational and logarithmic functions by identifying locations where the function value approaches infinity; estimate limits numerically and graphically; calculate limits analytically:**

DESCRIPTOR

Algebraic simplification

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

DESCRIPTOR

Direct substitution

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

DESCRIPTOR

One-sided limits

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

DESCRIPTOR

Rationalization

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

**STRAND /
TOPIC**

CALCULUS STANDARDS

CONTENT STANDARD	C.LC.	Limits & Continuity
PERFORMANCE EXPECTATION		Identify and Calculate Limits – Students determine the limit of a function at a value numerically, graphically, and analytically.

BENCHMARK / PROFICIENCY C.LC.2. Calculate infinite limits and use the result to identify vertical asymptotes in rational and logarithmic functions.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY C.LC.3. Calculate limits at infinity and use the result to identify horizontal asymptotes in rational and exponential functions.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY C.LC.4. Calculate limits at infinity and use the result to identify unbounded behavior in rational, exponential, and logarithmic functions.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2

**STRAND /
TOPIC**

CALCULUS STANDARDS

CONTENT STANDARD	C.LC.	Limits & Continuity
PERFORMANCE EXPECTATION		Identify and Calculate Limits – Students determine the limit of a function at a value numerically, graphically, and analytically.

BENCHMARK / PROFICIENCY CL.LC.5. **Identify and classify graphically, algebraically, and numerically if a discontinuity is removable or non-removable; identify the three conditions that must exist in order for a function to be continuous at $x = a$:**

DESCRIPTOR $f(a)$ is defined

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2

DESCRIPTOR The limit as x approaches a of $f(x) = f(a)$

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2

DESCRIPTOR	The limit as x approaches a of $f(x)$ exists Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Quiz 2

STRAND / TOPIC **ALGEBRA III STANDARDS**

CONTENT STANDARD	A3.FN.	Functions
PERFORMANCE EXPECTATION		Transformations – Students graph function transformations.
BENCHMARK / PROFICIENCY	A3.FN.5.	Graph and generalize the effect of transformations on quadratic, absolute value, square root, cube root, cubic, and step functions.

DESCRIPTOR	Transformations include: stretches, compressions, vertical shifts, and horizontal shifts Algebra I Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued) Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 2

STRAND / TOPIC **ALGEBRA III STANDARDS**

CONTENT STANDARD	A3.FN.	Functions
PERFORMANCE EXPECTATION		Sequences – Students use sequences to model and analyze mathematical situations.
BENCHMARK / PROFICIENCY	A3.FN.7.	Write and use arithmetic and geometric sequences recursively and explicitly to model situations, translating between the two forms.

DESCRIPTOR	Forms include: when given a graph, a description of the relationship, or two input-output pairs Algebra I Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2

STRAND / TOPIC **ALGEBRA III STANDARDS**

CONTENT STANDARD	A3.ELF.	Exponential and Logarithmic Functions
PERFORMANCE EXPECTATION		Analyze & Interpret – Students analyze and interpret exponential and logarithmic functions.

BENCHMARK / PROFICIENCY	A3.ELF.1	Analyze and interpret exponential and logarithmic functions, identifying key characteristics.

DESCRIPTOR	Functions should be represented numerically, graphically, and algebraically. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3	

DESCRIPTOR	Key features include asymptotes, end behavior, intercepts, domain, and range. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3	

STRAND / TOPIC **ALGEBRA III STANDARDS**

CONTENT STANDARD	A3.PRF.	Polynomial & Rational Functions
PERFORMANCE EXPECTATION		Analyze, Interpret, & Graph – Students analyze, interpret, and graph polynomial and rational functions.
BENCHMARK / PROFICIENCY	A3.PRF. 1.	Analyze and interpret polynomial functions, identifying key characteristics.

DESCRIPTOR	Functions should be represented numerically, graphically, and algebraically. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations	

DESCRIPTOR	Key features include end behavior, intercepts, domain, range, relative and absolute maximum and minimum, and intervals over which the function is increasing or decreasing. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations	

STRAND / TOPIC **ALGEBRA III STANDARDS**

CONTENT STANDARD	A3.PRF.	Polynomial & Rational Functions
PERFORMANCE EXPECTATION		Analyze, Interpret, & Graph – Students analyze, interpret, and graph polynomial and rational functions.
BENCHMARK / PROFICIENCY	A3.PRF. 2.	Analyze and interpret rational functions, identifying key characteristics.

DESCRIPTOR	Functions should be represented numerically, graphically, and algebraically.
	<u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

DESCRIPTOR	Key features include asymptotes (vertical, horizontal, and slant), end behavior, point discontinuities, intercepts, domain, and range.
	<u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

**STRAND /
TOPIC**

ALGEBRA III STANDARDS

CONTENT STANDARD	A3.PRF.	Polynomial & Rational Functions
PERFORMANCE EXPECTATION		Analyze, Interpret, & Graph – Students analyze, interpret, and graph polynomial and rational functions.

BENCHMARK / PROFICIENCY A3.PRF.3. Graph rational functions showing zeros, asymptotes, and end behavior.

Algebra I
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Quiz 2

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Derive Equations – Students derive equations for conic sections.

BENCHMARK / PROFICIENCY PC.CS.2. Derive the equation of a parabola given a focus and directrix.

Algebra I
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

**STRAND /
TOPIC**

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Explore Equations – Students identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.

BENCHMARK / PROFICIENCY	PC.CS.4.	Find the equations for the asymptotes of a hyperbola. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Quiz 2

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Explore Equations – Students identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.
BENCHMARK / PROFICIENCY	PC.CS.5.	Generate an equivalent form of an equation for a conic section by completing the square to identify key characteristics.

DESCRIPTOR Conic sections include: circles, ellipses, parabolas, and hyperbolas

Algebra I

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Explore Equations – Students identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.
BENCHMARK / PROFICIENCY	PC.CS.6.	Identify, graph, write, and analyze equations of each type of conic section using properties and technology when appropriate.

DESCRIPTOR Conic sections include: circles, ellipses, parabolas, and hyperbolas

Algebra I

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1

DESCRIPTOR Properties include: symmetry, intercepts, foci, asymptotes, and eccentricity

Algebra I

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.CS.	Conic Sections
PERFORMANCE EXPECTATION		Systems of Equations & Inequalities – Students solve systems of equations and inequalities involving conic sections.
BENCHMARK / PROFICIENCY	PC.CS.7.	Solve systems of equations and inequalities involving conics and other types of equations, with and without technology.

DESCRIPTOR	Equations include: conic-conic and conic-linear
	<u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 6 - Systems of Equations and Inequalities: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.FN.	Functions
PERFORMANCE EXPECTATION		Solve Problems – Students derive and apply functions.

BENCHMARK / PROFICIENCY PC.FN.1. Understand that sequences are functions, sometimes defined recursively, whose domains are a subset of the integers.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences

Unit 4 - Linear Functions and Slope: Quiz 2

BENCHMARK / PROFICIENCY PC.FN.2. Derive the formula for the sum of a finite geometric series; apply the formula to solve conceptual problems.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

PRE-CALCULUS STANDARDS

CONTENT STANDARD	PC.FN.	Functions
PERFORMANCE EXPECTATION		Explore Graphing – Students graph and interpret functions.

BENCHMARK / PROFICIENCY PC.FN.7. Graph exponential and logarithmic functions; show intercepts and end behavior.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

STATISTICS STANDARDS

CONTENT STANDARD	S.DD.	Displaying & Describing Distributions of Data
PERFORMANCE EXPECTATION		Data Representation – Students represent raw data in tabular and graphical form to describe features of the data and summarize trends.

BENCHMARK / PROFICIENCY S.DD.2. Determine if there is an association between two quantitative variables using the correlation coefficient and scatter plots.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY S.DD.3. Model real-world data using least squares regression techniques.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.EX.	Expressions
PERFORMANCE EXPECTATION		Polynomials, Roots, & Exponent Laws – Students simplify algebraic and numerical expressions.

BENCHMARK / PROFICIENCY A1.EX.1. Add, subtract, and multiply polynomials; compare the system of polynomials to the system of integers when performing operations.

Algebra I

Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Quiz 1

BENCHMARK / PROFICIENCY A1.EX.2. Simplify and perform operations with radical expressions without variables; rationalizing denominators should not include conjugates.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY	A1.EX.3.	Simplify algebraic expressions using the laws of exponents. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 1 Unit 7 - Exponents and Exponential Functions: Quiz 2

BENCHMARK / PROFICIENCY	A1.EX.4.	Interpret the parts of expressions such as terms, factors, and coefficients in terms of a real-world context. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 1 Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 2

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.FN.	Functions
PERFORMANCE EXPECTATION		Domain & Range, Function Notation – Students understand the concept of a function, domain and range, and use function notation; students use function notation to solve problems.

BENCHMARK / PROFICIENCY	A1.FN.1.	Explain that a function assigns each element in the domain to exactly one element in the range. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1

BENCHMARK / PROFICIENCY	A1.FN.2.	Use function notation to represent functions, understanding that if f is a function and x is an element of its domain, then $f(x)$ represents the output of f corresponding to the input x . <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.FN.3.	Graph functions given in function notation, understanding that the graph contains the points $(x, f(x))$. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.FN.4.	Evaluate functions expressed in function notation for one or more elements in their domains (inputs); use function notation to describe a contextual situation. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.FN.	Functions
PERFORMANCE EXPECTATION		Construct & Compare – Students construct and compare linear, quadratic, and exponential models and solve problems.

BENCHMARK / PROFICIENCY	A1.FN.5.	Differentiate between real-world scenarios that can be modeled by exponential or linear functions by determining whether the relationship has a common difference or a common ratio. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.FN.6.	Compare the growth pattern of exponential to linear or quadratic functions using graphs and tables and recognize how exponential growth exceeds other functions. <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3

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CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Create & Solve – Students create and solve equations that model linear relationships.

BENCHMARK / PROFICIENCY	A1.LFE.1.	Represent and solve real-world problems, using linear expressions, equations, and inequalities in one variable. <u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities Unit 3 - Equations and Inequalities: Quiz 2 Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.LFE.9.	Calculate and interpret the rate of change of a linear function represented in a table, graph, or as an equation in context of real-world and mathematical problems.
		<u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3

BENCHMARK / PROFICIENCY	A1.LFE.10.	Translate among equivalent forms of equations for linear functions, including standard, point-slope, and slope-intercept forms; recognize that each form reveals key features in a given context.
		<u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3

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CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Systems of Equations & Inequalities – Students solve systems of equations and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.11.	Solve systems of linear equations by substitution, elimination, and graphing with and without a real-world context; understand that the solutions will be the same regardless of the method for solving.
		<u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 6 - Systems of Equations and Inequalities: Quiz 2

BENCHMARK / PROFICIENCY	A1.LFE.1 2.	Solve a system of equations consisting of a linear equation and a quadratic equation in two variables graphically with the assistance of technology. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game! Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 6 - Systems of Equations and Inequalities: Quiz 2
BENCHMARK / PROFICIENCY	A1.LFE.1 3.	Explain why a solution to the equation $f(x) = g(x)$ is the x-coordinate where the y-coordinate of $f(x)$ and $g(x)$ are the same using graphs, tables, or approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential. <u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game! Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 6 - Systems of Equations and Inequalities: Quiz 2
BENCHMARK / PROFICIENCY	A1.LFE.1 4.	Solve linear inequalities and systems of linear inequalities in two variables by graphing. <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued) Unit 6 - Systems of Equations and Inequalities: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph linear functions, equations, and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.1 5.	Write linear equations that model the relationship between two quantities and produce a graph of the equation. Algebra I Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3

BENCHMARK / PROFICIENCY	A1.LFE.1 6.	Graph linear functions expressed as an equation and show intercepts of the graph without technology. Algebra I Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game! Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 3

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CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph linear functions, equations, and inequalities.

BENCHMARK / PROFICIENCY	A1.LFE.1 8.	Graph and generalize the effect of transformations on linear and absolute value functions.

DESCRIPTOR Transformations include: stretches, compressions, vertical, and horizontal

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph linear functions, equations, and inequalities.

BENCHMARK / PROFICIENCY A1.LFE.1 9. Given the graph of a linear function, explain the effects of the transformation from the parent function, $y = x$.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

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CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.LFE.	Linear Functions, Equations, & Inequalities
PERFORMANCE EXPECTATION		Statistical Relationships – Students explore linear statistical relationships.

BENCHMARK / PROFICIENCY A1.LFE.2 0. Write linear functions that provide a reasonable fit to data and use them to make predictions, with and without technology; interpret the slope and y-intercept in context.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions

Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)

Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula

Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

BENCHMARK / PROFICIENCY	A1.LFE.2 1.	Calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association. <u>Algebra I</u> Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication Unit 6 - Systems of Equations and Inequalities: Quiz 1 Unit 6 - Systems of Equations and Inequalities: Quiz 2

BENCHMARK / PROFICIENCY	A1.LFE.2 2.	Compare and contrast correlation and causation in real-world problems. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Quiz 1 Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Quiz 1 Unit 4 - Linear Functions and Slope: Quiz 3 Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued) Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued) Unit 6 - Systems of Equations and Inequalities: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued) Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued) Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued) Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products Unit 8 - Polynomials and Factoring: Quiz 1 Unit 8 - Polynomials and Factoring: Quiz 2 Unit 8 - Polynomials and Factoring: Quiz 3

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve – Students create and solve equations that model quadratic relationships.

BENCHMARK / PROFICIENCY A1.QFE.1 Represent and solve real-world problems using quadratic expressions and equations in one variable.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY A1.QFE.2 Write quadratic equations with real number solutions that model the relationship between two quantities and produce a graph of the equation.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve – Students create and solve equations that model quadratic relationships.
BENCHMARK / PROFICIENCY	A1.QFE.3.	Solve quadratic equations with real number solutions, containing one variable, including those with variables on both sides of the equal sign. Equations should be solved by:

DESCRIPTOR	Graphing, <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3
DESCRIPTOR	Factoring (including perfect square trinomials and difference of squares binomials), <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3
DESCRIPTOR	Using the quadratic formula, <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

DESCRIPTOR	Completing the square, or <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

DESCRIPTOR	Taking the square root. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC **CRITICAL ALGEBRA I MATH STANDARDS**

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Interpret Key Features – Students interpret key features of equations that model quadratic relationships.

BENCHMARK / PROFICIENCY	A1.QFE.4	Determine the domain and range of quadratic functions in mathematical problems. <u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1

BENCHMARK / PROFICIENCY	A1.QFE.5.	Determine reasonable domain and range values of quadratic functions representing real-world situations, both continuous and discrete; interpret the solution as reasonable or unreasonable in context. <u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1

BENCHMARK / PROFICIENCY	A1.QFE. 6.	Interpret the key features of a quadratic function that models a relationship between two quantities in a given context. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued) Unit 8 - Polynomials and Factoring: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.QFE. 8.	Explain how each form of a quadratic expression (standard, factored, and vertex form) identifies different key attributes, using the different forms to interpret quantities in context. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

BENCHMARK / PROFICIENCY	A1.QFE. 9.	Use factoring and completing the square to create equivalent forms of quadratic functions to reveal key attributes. <u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph quadratic functions and explore different transformations of $f(x) = x^2$.

BENCHMARK / PROFICIENCY	A1.QFE.10.	Graph quadratic functions given as an equation or in function notation, labeling key attributes, without technology.
Algebra I Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3		

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph quadratic functions and explore different transformations of $f(x) = x^2$.
BENCHMARK / PROFICIENCY	A1.QFE.11.	Graph and describe the effect of transformations on quadratic functions.

DESCRIPTOR

Transformations include: stretches, compressions, vertical, and horizontal

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations
PERFORMANCE EXPECTATION		Graphing & Transformations – Students graph quadratic functions and explore different transformations of $f(x) = x^2$.

BENCHMARK / PROFICIENCY	A1.QFE.12.	Given the graph of a quadratic function, explain the effects of the transformation from the parent function, $y = x^2$.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.QFE.	Quadratic Functions & Equations

PERFORMANCE EXPECTATION		Statistical Relationships – Students explore quadratic statistical relationships.

BENCHMARK / PROFICIENCY A1.QFE.1 3. Write quadratic functions that provide a reasonable fit to data and use them to make predictions with technology.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations
PERFORMANCE EXPECTATION		Create & Solve – Students create and solve problems that model exponential relationships.

BENCHMARK / PROFICIENCY A1.EFE.1. Represent and solve real-world problems, using exponential equations in one variable.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY A1.EFE.2. Represent real-world problems (growth, decay, and compound interest), using exponential equations.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY A1.EFE.3. Construct exponential equations from geometric sequences with and without context.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations

PERFORMANCE EXPECTATION		Interpret Key Features – Students interpret key features of equations that model exponential relationships.

BENCHMARK / PROFICIENCY A1.EFE.6. Interpret the key features of an exponential function that models a relationship between two quantities in a given context.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

BENCHMARK / PROFICIENCY A1.EFE.7. Flexibly use different representations of an exponential function, including graphs, tables, and equations.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

STRAND / TOPIC

CRITICAL ALGEBRA I MATH STANDARDS

CONTENT STANDARD	A1.EFE.	Exponential Functions & Equations
PERFORMANCE EXPECTATION		Statistical Relationships – Students explore exponential statistical relationships.

BENCHMARK / PROFICIENCY A1.EFE.10. Write exponential functions that provide a reasonable fit to data and use them to make predictions with technology.

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

Main Criteria: Arkansas Standards
Secondary Criteria: 6th Grade Science
Subject: Science
Grade: 6
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 6 - Adopted: 2017

STRAND / TOPIC **AR.SC.1. Energy**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	6-PS3-3.	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. <u>6th Grade Science</u> Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals Unit 2: Quiz 2 Unit 3: Lesson 6 - Heat and Thermal Energy Unit 3: Quiz 2
PERFORMANCE EXPECTATION	6-PS3-4.	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. <u>6th Grade Science</u> Unit 1: Lesson 5 - Scientists Unit 1: Quiz 2 Unit 2: Lab: Water and Gummy Bears Unit 3: Lesson 6 - Heat and Thermal Energy Unit 3: Quiz 2
PERFORMANCE EXPECTATION	6-PS3-5.	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. <u>6th Grade Science</u> Unit 3: Activity: Energy Transformations Unit 3: Lesson 1 - Energy Unit 3: Lesson 4 - Forms of Energy Unit 3: Lesson 5 - Energy Transformations Unit 3: Lesson 6 - Heat and Thermal Energy Unit 3: Quiz 1 Unit 3: Quiz 2

STRAND / TOPIC **AR.SC.2. Structure, Function, and Information Processing**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	6-LS1-1.	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. <u>6th Grade Science</u> Unit 9: Lesson 1 - Cells Unit 9: Lesson 2 - Growth and Reproduction Unit 9: Lesson 3 - The Cell Theory Unit 9: Lesson 7 - The Animal Kingdom Unit 9: Lesson 8 - Plant and Fungi Kingdoms Unit 9: Quiz 1 Unit 9: Quiz 3

PERFORMANCE EXPECTATION	6-LS1-2.	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. <u>6th Grade Science</u> Unit 9: Lesson 1 - Cells Unit 9: Lesson 2 - Growth and Reproduction Unit 9: Lesson 3 - The Cell Theory Unit 9: Lesson 7 - The Animal Kingdom Unit 9: Quiz 1 Unit 9: Quiz 3

PERFORMANCE EXPECTATION	6-LS1-3.	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. <u>6th Grade Science</u> Unit 9: Lesson 7 - The Animal Kingdom Unit 9: Lesson 8 - Plant and Fungi Kingdoms Unit 9: Quiz 3 Unit 10: Lab: Drought and Plant Growth

STRAND / TOPIC **AR.SC.3. Growth, Development, and Reproduction of Organisms**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	6-LS1-4.	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. <u>6th Grade Science</u> Unit 9: Lesson 6 - Reproduction, Genes, and Heredity Unit 9: Lesson 7 - The Animal Kingdom Unit 9: Quiz 2 Unit 9: Quiz 3

PERFORMANCE EXPECTATION	6-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. <u>6th Grade Science</u> Unit 9: Lesson 1 - Cells Unit 9: Lesson 2 - Growth and Reproduction Unit 9: Quiz 1 Unit 10: Lab: Drought and Plant Growth

PERFORMANCE EXPECTATION	6-LS3-2.	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. <u>6th Grade Science</u> Unit 9: Lesson 2 - Growth and Reproduction Unit 9: Lesson 6 - Reproduction, Genes, and Heredity Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 10: Lesson 3 - Ecosystem Interactions Unit 10: Quiz 1

STRAND / TOPIC **AR.SC.4. Earth's Systems**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE E EXPECTATION	6-ESS2-4.	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. <u>6th Grade Science</u> Unit 10: Lesson 5 - Cycles in Ecosystems Unit 10: Quiz 2

STRAND / TOPIC **AR.SC.5. Human Impacts**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE E EXPECTATION	6-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. <u>6th Grade Science</u> Unit 3: Lesson 5 - Energy Transformations Unit 3: Quiz 2 Unit 4: Activity: Managing Energy Resources Unit 4: Lab: Trash to Soil Unit 4: Lesson 1 - Fossil Fuel Energy Unit 4: Lesson 3 - The Cost of Fossil Fuels Unit 4: Lesson 4 - Solar Energy Unit 4: Lesson 5 - Hydropower Unit 4: Lesson 7 - The Need for Energy Conservation Unit 4: Lesson 8 - Taking Care of the Environment Unit 4: Lesson 9 - Managing Energy Resources Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 6: Lesson 9 - Minerals and Environment Unit 6: Quiz 3 Unit 10: Lesson 6 - Change in Ecosystems Unit 10: Lesson 8 - Ecologists Unit 10: Lesson 9 - Conservation Unit 10: Quiz 2 Unit 10: Quiz 3

PERFORMANCE E EXPECTATION	6-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <u>6th Grade Science</u> Unit 4: Activity: Managing Energy Resources Unit 4: Lab: Renewable vs Non-renewable Energy Unit 4: Lab: Trash to Soil Unit 4: Lesson 1 - Fossil Fuel Energy Unit 4: Lesson 2 - Nuclear Energy Unit 4: Lesson 3 - The Cost of Fossil Fuels Unit 4: Lesson 4 - Solar Energy Unit 4: Lesson 5 - Hydropower Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy Unit 4: Lesson 7 - The Need for Energy Conservation Unit 4: Lesson 8 - Taking Care of the Environment Unit 4: Lesson 9 - Managing Energy Resources Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 6: Lesson 9 - Minerals and Environment Unit 6: Quiz 3 Unit 10: Lesson 6 - Change in Ecosystems Unit 10: Quiz 2

STRAND / TOPIC **AR.SC.6. Weather and Climate**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	6-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. <u>6th Grade Science</u> Unit 10: Lesson 6 - Change in Ecosystems Unit 10: Quiz 2
PERFORMANCE EXPECTATION	6-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>6th Grade Science</u> Unit 3: Lesson 6 - Heat and Thermal Energy Unit 3: Quiz 2 Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy Unit 4: Quiz 2
PERFORMANCE EXPECTATION	6-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>6th Grade Science</u> Unit 4: Lesson 3 - The Cost of Fossil Fuels Unit 4: Lesson 8 - Taking Care of the Environment Unit 4: Quiz 1 Unit 4: Quiz 3

STRAND / TOPIC **AR.SC.7. Engineering, Technology, and Applications of Science**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	6-ETS1-1.	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <u>6th Grade Science</u> Unit 5: Activity: Build a Model of the Earth
PERFORMANCE EXPECTATION	6-ETS1-2.	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. <u>6th Grade Science</u> Unit 5: Activity: Build a Model of the Earth
PERFORMANCE EXPECTATION	6-ETS1-4.	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <u>6th Grade Science</u> Unit 5: Activity: Build a Model of the Earth

Grade: 6 - Adopted: 2010

STRAND / TOPIC **AR.RST.6 Reading Standards for Literacy in Science and Technical Subjects -8.**

CONTENT STANDARD		Key Ideas and Details

PERFORMANCE E EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6th Grade Science

Unit 1: Lab & Investigation
Unit 1: Lesson 1 - The Study of Science
Unit 1: Lesson 2 - Safety in Science
Unit 1: Lesson 3 - Cleanup
Unit 1: Lesson 4 - The Scientific Method
Unit 1: Lesson 5 - Scientists
Unit 1: Lesson 6 - Investigations
Unit 1: Lesson 7 - Data and Conclusions
Unit 1: Lesson 8 - An Overview of Science History
Unit 1: Lesson 9 - An Overview of Science History, Cont.
Unit 1: Lesson 10 - The People of Science
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Atoms
Unit 2: Lab: Household Acid and Base Items
Unit 2: Lab: Water and Gummy Bears
Unit 2: Lesson 1 - Atoms
Unit 2: Lesson 2 - Elements
Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
Unit 2: Lesson 7 - Acids and Bases
Unit 2: Lesson 8 - Changes in Matter
Unit 2: Lesson 9 - Chemistry Through Time
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy
Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere

Unit 5: Lesson 4 - Earthquakes
Unit 5: Lesson 5 - Volcanoes
Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters
Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
Unit 7: Lesson 5 - Outer Planets
Unit 7: Lesson 6 - The Dwarf Planets
Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
Unit 7: Lesson 9 - Gravity
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Balloon Rockets
Unit 8: Lesson 1 - Ancient Astronomy
Unit 8: Lesson 2 - Telescopes
Unit 8: Lesson 3 - Launching Into Space
Unit 8: Lesson 4 - The Space Race
Unit 8: Lesson 5 - The Space Shuttle
Unit 8: Lesson 6 - Astronauts
Unit 8: Lesson 7 - Space Probes
Unit 8: Lesson 8 - Space Stations
Unit 8: Lesson 9 - The Future of Space Exploration
Unit 8: Lesson 9 Activity
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Bacteria
Unit 9: Lesson 1 - Cells
Unit 9: Lesson 2 - Growth and Reproduction
Unit 9: Lesson 3 - The Cell Theory
Unit 9: Lesson 4 - History of Classification
Unit 9: Lesson 5 - Kingdoms and Subdivisions
Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
Unit 9: Lesson 7 - The Animal Kingdom
Unit 9: Lesson 8 - Plant and Fungi Kingdoms
Unit 9: Lesson 9 - Microscopic Kingdoms
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Carbon Cycle Diagram
Unit 10: Lab: Bacteria
Unit 10: Lab: Drought and Plant Growth
Unit 10: Lab: Population Density
Unit 10: Lesson 1 - The System of Living Things

Unit 10: Lesson 1 Activity
 Unit 10: Lesson 2 - Ecosystem Factors
 Unit 10: Lesson 3 - Ecosystem Interactions
 Unit 10: Lesson 4 - Energy in Ecosystems
 Unit 10: Lesson 5 - Cycles in Ecosystems
 Unit 10: Lesson 6 - Change in Ecosystems
 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

PERFORMANCE EXPECTATION	RST.6-8.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

6th Grade Science

Unit 1: Lab & Investigation
 Unit 1: Lesson 6 - Investigations
 Unit 1: Quiz 2
 Unit 2: Lab: Household Acid and Base Items
 Unit 2: Lab: Water and Gummy Bears
 Unit 3: Lab: Pulleys
 Unit 3: Lab: Speed
 Unit 4: Activity: Managing Energy Resources
 Unit 4: Lab: Renewable vs Non-renewable Energy
 Unit 4: Lab: Trash to Soil
 Unit 5: Activity: Build a Model of the Earth
 Unit 5: Lab: Plate Tectonics
 Unit 6: Lab: Minerals
 Unit 6: Lab: The Rock Cycle
 Unit 7: Lab: Meteorites and Craters
 Unit 8: Lab: Balloon Rockets
 Unit 9: Lab: Bacteria
 Unit 10: Lab: Bacteria
 Unit 10: Lab: Drought and Plant Growth
 Unit 10: Lab: Population Density

STRAND / TOPIC **AR.RST.6 Reading Standards for Literacy in Science and Technical Subjects -8.**

CONTENT STANDARD		Craft and Structure

PERFORMANCE EXPECTATION	RST.6-8.4.	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.

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 Unit 1: Lesson 2 - Safety in Science
 Unit 1: Lesson 3 - Cleanup
 Unit 1: Lesson 4 - The Scientific Method
 Unit 1: Lesson 5 - Scientists
 Unit 1: Lesson 6 - Investigations
 Unit 1: Lesson 7 - Data and Conclusions
 Unit 1: Lesson 8 - An Overview of Science History
 Unit 1: Lesson 9 - An Overview of Science History, Cont.
 Unit 1: Lesson 10 - The People of Science
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Activity: Atoms
 Unit 2: Lab: Household Acid and Base Items
 Unit 2: Lab: Water and Gummy Bears
 Unit 2: Lesson 1 - Atoms
 Unit 2: Lesson 2 - Elements

Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
Unit 2: Lesson 7 - Acids and Bases
Unit 2: Lesson 8 - Changes in Matter
Unit 2: Lesson 9 - Chemistry Through Time
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy
Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere
Unit 5: Lesson 4 - Earthquakes
Unit 5: Lesson 5 - Volcanoes
Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters

Unit 7: Lesson 1 - Galaxies of The Universe
 Unit 7: Lesson 2 - The Stars
 Unit 7: Lesson 3 - The Sun
 Unit 7: Lesson 4 - The Inner Planets
 Unit 7: Lesson 5 - Outer Planets
 Unit 7: Lesson 6 - The Dwarf Planets
 Unit 7: Lesson 7 - The Galilean Moons
 Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
 Unit 7: Lesson 9 - Gravity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: Lab: Balloon Rockets
 Unit 8: Lesson 1 - Ancient Astronomy
 Unit 8: Lesson 2 - Telescopes
 Unit 8: Lesson 3 - Launching Into Space
 Unit 8: Lesson 4 - The Space Race
 Unit 8: Lesson 5 - The Space Shuttle
 Unit 8: Lesson 6 - Astronauts
 Unit 8: Lesson 7 - Space Probes
 Unit 8: Lesson 8 - Space Stations
 Unit 8: Lesson 9 - The Future of Space Exploration
 Unit 8: Lesson 9 Activity
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Lab: Bacteria
 Unit 9: Lesson 1 - Cells
 Unit 9: Lesson 2 - Growth and Reproduction
 Unit 9: Lesson 3 - The Cell Theory
 Unit 9: Lesson 4 - History of Classification
 Unit 9: Lesson 5 - Kingdoms and Subdivisions
 Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
 Unit 9: Lesson 7 - The Animal Kingdom
 Unit 9: Lesson 8 - Plant and Fungi Kingdoms
 Unit 9: Lesson 9 - Microscopic Kingdoms
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Activity: Carbon Cycle Diagram
 Unit 10: Lab: Bacteria
 Unit 10: Lab: Drought and Plant Growth
 Unit 10: Lab: Population Density
 Unit 10: Lesson 1 - The System of Living Things
 Unit 10: Lesson 1 Activity
 Unit 10: Lesson 2 - Ecosystem Factors
 Unit 10: Lesson 3 - Ecosystem Interactions
 Unit 10: Lesson 4 - Energy in Ecosystems
 Unit 10: Lesson 5 - Cycles in Ecosystems
 Unit 10: Lesson 6 - Change in Ecosystems
 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

PERFORMANC
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RST.6-
 8.5.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

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Unit 1: Lesson 6 - Investigations
Unit 1: Lesson 7 - Data and Conclusions
Unit 1: Lesson 8 - An Overview of Science History
Unit 1: Lesson 9 - An Overview of Science History, Cont.
Unit 1: Lesson 10 - The People of Science
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Atoms
Unit 2: Lab: Household Acid and Base Items
Unit 2: Lab: Water and Gummy Bears
Unit 2: Lesson 1 - Atoms
Unit 2: Lesson 2 - Elements
Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
Unit 2: Lesson 7 - Acids and Bases
Unit 2: Lesson 8 - Changes in Matter
Unit 2: Lesson 9 - Chemistry Through Time
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy
Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere
Unit 5: Lesson 4 - Earthquakes
Unit 5: Lesson 5 - Volcanoes
Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle

Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters
Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
Unit 7: Lesson 5 - Outer Planets
Unit 7: Lesson 6 - The Dwarf Planets
Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
Unit 7: Lesson 9 - Gravity
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Balloon Rockets
Unit 8: Lesson 1 - Ancient Astronomy
Unit 8: Lesson 2 - Telescopes
Unit 8: Lesson 3 - Launching Into Space
Unit 8: Lesson 4 - The Space Race
Unit 8: Lesson 5 - The Space Shuttle
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Unit 8: Lesson 9 Activity
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Bacteria
Unit 9: Lesson 1 - Cells
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Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Carbon Cycle Diagram
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Unit 10: Lesson 1 - The System of Living Things
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Unit 10: Lesson 7 - Biomes
Unit 10: Lesson 8 - Ecologists
Unit 10: Lesson 9 - Conservation
Unit 10: Quiz 1
Unit 10: Quiz 2

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CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	RST.6- 8.7.	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). <u>6th Grade Science</u> Unit 1: Lab & Investigation Unit 1: Lesson 6 - Investigations Unit 1: Lesson 7 - Data and Conclusions Unit 1: Quiz 2 Unit 2: Activity: Atoms Unit 2: Lab: Water and Gummy Bears Unit 3: Activity: Energy Transformations Unit 3: Lab: Pulleys Unit 3: Lab: Speed Unit 3: Lesson 2 - Work and Simple Machines Unit 3: Lesson 8 - The Laws of Motion Unit 3: Quiz 1 Unit 3: Quiz 3 Unit 4: Lab: Renewable vs Non-renewable Energy Unit 4: Lab: Trash to Soil Unit 5: Activity: Build a Model of the Earth Unit 5: Lab: Plate Tectonics Unit 6: Activity: The Rock Cycle Unit 6: Lab: The Rock Cycle Unit 7: Lab: Meteorites and Craters Unit 8: Lab: Balloon Rockets Unit 9: Lab: Bacteria Unit 10: Activity: Carbon Cycle Diagram Unit 10: Lab: Bacteria Unit 10: Lab: Drought and Plant Growth Unit 10: Lab: Population Density Unit 10: Lesson 1 Activity Unit 10: Lesson 4 - Energy in Ecosystems Unit 10: Quiz 2
PERFORMANC E EXPECTATION	RST.6- 8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>6th Grade Science</u> Unit 4: Activity: Managing Energy Resources
PERFORMANC E EXPECTATION	RST.6- 8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. <u>6th Grade Science</u> Unit 1: Lab & Investigation Unit 1: Lesson 1 - The Study of Science Unit 1: Lesson 2 - Safety in Science Unit 1: Lesson 3 - Cleanup Unit 1: Lesson 4 - The Scientific Method Unit 1: Lesson 5 - Scientists Unit 1: Lesson 6 - Investigations Unit 1: Lesson 7 - Data and Conclusions Unit 1: Lesson 8 - An Overview of Science History Unit 1: Lesson 9 - An Overview of Science History, Cont. Unit 1: Lesson 10 - The People of Science Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Activity: Atoms

Unit 2: Lab: Household Acid and Base Items
Unit 2: Lab: Water and Gummy Bears
Unit 2: Lesson 1 - Atoms
Unit 2: Lesson 2 - Elements
Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
Unit 2: Lesson 7 - Acids and Bases
Unit 2: Lesson 8 - Changes in Matter
Unit 2: Lesson 9 - Chemistry Through Time
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
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Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
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Unit 5: Activity: Build a Model of the Earth
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Unit 5: Lesson 1 - Inside the Earth
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Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
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Unit 6: Activity: The Rock Cycle
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Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment

Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lab: Meteorites and Craters
 Unit 7: Lesson 1 - Galaxies of The Universe
 Unit 7: Lesson 2 - The Stars
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 Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
 Unit 7: Lesson 9 - Gravity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: Lab: Balloon Rockets
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 Unit 10: Quiz 3

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CONTENT STANDARD	Range of Reading and Level of Text Complexity

PERFORMANCE E EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

6th Grade Science

Unit 1: Lab & Investigation
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Unit 1: Quiz 1
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Unit 2: Activity: Atoms
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Unit 3: Lesson 1 - Energy
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Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
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Unit 8: Lesson 4 - The Space Race
Unit 8: Lesson 5 - The Space Shuttle
Unit 8: Lesson 6 - Astronauts
Unit 8: Lesson 7 - Space Probes
Unit 8: Lesson 8 - Space Stations
Unit 8: Lesson 9 - The Future of Space Exploration
Unit 8: Lesson 9 Activity
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Bacteria
Unit 9: Lesson 1 - Cells
Unit 9: Lesson 2 - Growth and Reproduction
Unit 9: Lesson 3 - The Cell Theory
Unit 9: Lesson 4 - History of Classification
Unit 9: Lesson 5 - Kingdoms and Subdivisions
Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
Unit 9: Lesson 7 - The Animal Kingdom
Unit 9: Lesson 8 - Plant and Fungi Kingdoms
Unit 9: Lesson 9 - Microscopic Kingdoms
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Carbon Cycle Diagram
Unit 10: Lab: Bacteria
Unit 10: Lab: Drought and Plant Growth
Unit 10: Lab: Population Density
Unit 10: Lesson 1 - The System of Living Things
Unit 10: Lesson 1 Activity

Unit 10: Lesson 2 - Ecosystem Factors
 Unit 10: Lesson 3 - Ecosystem Interactions
 Unit 10: Lesson 4 - Energy in Ecosystems
 Unit 10: Lesson 5 - Cycles in Ecosystems
 Unit 10: Lesson 6 - Change in Ecosystems
 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.6-8.1(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.

6th Grade Science

Unit 1: Lesson 4 - The Scientific Method
 Unit 1: Lesson 6 - Investigations
 Unit 1: Quiz 2

BENCHMARK / PROFICIENCY WHST.6-8.1(e) Provide a concluding statement or section that follows from and supports the argument presented.

6th Grade Science

Unit 1: Lab & Investigation
 Unit 1: Lesson 4 - The Scientific Method
 Unit 1: Lesson 6 - Investigations
 Unit 1: Lesson 7 - Data and Conclusions
 Unit 1: Quiz 2
 Unit 2: Lab: Household Acid and Base Items
 Unit 2: Lab: Water and Gummy Bears
 Unit 3: Lab: Pulleys
 Unit 3: Lab: Speed
 Unit 4: Activity: Managing Energy Resources
 Unit 4: Lab: Renewable vs Non-renewable Energy
 Unit 4: Lab: Trash to Soil
 Unit 5: Lab: Plate Tectonics
 Unit 6: Lab: Minerals
 Unit 6: Lab: The Rock Cycle
 Unit 7: Lab: Meteorites and Craters
 Unit 8: Lab: Balloon Rockets
 Unit 9: Lab: Bacteria
 Unit 10: Lab: Bacteria
 Unit 10: Lab: Drought and Plant Growth
 Unit 10: Lab: Population Density

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY WHST.6-8.2(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.

6th Grade Science

Unit 1: Lab & Investigation

Unit 1: Lesson 1 - The Study of Science

Unit 1: Lesson 2 - Safety in Science

Unit 1: Lesson 3 - Cleanup

Unit 1: Lesson 4 - The Scientific Method

Unit 1: Lesson 5 - Scientists

Unit 1: Lesson 6 - Investigations

Unit 1: Lesson 7 - Data and Conclusions

Unit 1: Lesson 8 - An Overview of Science History

Unit 1: Lesson 9 - An Overview of Science History, Cont.

Unit 1: Lesson 10 - The People of Science

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Activity: Atoms

Unit 2: Lab: Household Acid and Base Items

Unit 2: Lab: Water and Gummy Bears

Unit 2: Lesson 1 - Atoms

Unit 2: Lesson 2 - Elements

Unit 2: Lesson 3 - The Periodic Table

Unit 2: Lesson 4 - Measuring Elements and Atoms

Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals

Unit 2: Lesson 6 - Compounds

Unit 2: Lesson 7 - Acids and Bases

Unit 2: Lesson 8 - Changes in Matter

Unit 2: Lesson 9 - Chemistry Through Time

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Activity: Energy Transformations

Unit 3: Lab: Pulleys

Unit 3: Lab: Speed

Unit 3: Lesson 1 - Energy

Unit 3: Lesson 2 - Work and Simple Machines

Unit 3: Lesson 3 - Energy Scientists of the Past

Unit 3: Lesson 4 - Forms of Energy

Unit 3: Lesson 5 - Energy Transformations

Unit 3: Lesson 6 - Heat and Thermal Energy

Unit 3: Lesson 7 - Motion and Speed

Unit 3: Lesson 8 - The Laws of Motion

Unit 3: Lesson 9 - The Laws of Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Activity: Managing Energy Resources

Unit 4: Lab: Renewable vs Non-renewable Energy

Unit 4: Lab: Trash to Soil

Unit 4: Lesson 1 - Fossil Fuel Energy

Unit 4: Lesson 2 - Nuclear Energy

Unit 4: Lesson 3 - The Cost of Fossil Fuels

Unit 4: Lesson 4 - Solar Energy

Unit 4: Lesson 5 - Hydropower

Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy

Unit 4: Lesson 7 - The Need for Energy Conservation

Unit 4: Lesson 8 - Taking Care of the Environment

Unit 4: Lesson 9 - Managing Energy Resources

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Activity: Build a Model of the Earth

Unit 5: Lab: Plate Tectonics

Unit 5: Lesson 1 - Inside the Earth

Unit 5: Lesson 2 - Plate Tectonics

Unit 5: Lesson 3 - Movements of the Lithosphere

Unit 5: Lesson 4 - Earthquakes

Unit 5: Lesson 5 - Volcanoes

Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters
Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
Unit 7: Lesson 5 - Outer Planets
Unit 7: Lesson 6 - The Dwarf Planets
Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
Unit 7: Lesson 9 - Gravity
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Balloon Rockets
Unit 8: Lesson 1 - Ancient Astronomy
Unit 8: Lesson 2 - Telescopes
Unit 8: Lesson 3 - Launching Into Space
Unit 8: Lesson 4 - The Space Race
Unit 8: Lesson 5 - The Space Shuttle
Unit 8: Lesson 6 - Astronauts
Unit 8: Lesson 7 - Space Probes
Unit 8: Lesson 8 - Space Stations
Unit 8: Lesson 9 - The Future of Space Exploration
Unit 8: Lesson 9 Activity
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Bacteria
Unit 9: Lesson 1 - Cells
Unit 9: Lesson 2 - Growth and Reproduction
Unit 9: Lesson 3 - The Cell Theory
Unit 9: Lesson 4 - History of Classification
Unit 9: Lesson 5 - Kingdoms and Subdivisions
Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
Unit 9: Lesson 7 - The Animal Kingdom
Unit 9: Lesson 8 - Plant and Fungi Kingdoms
Unit 9: Lesson 9 - Microscopic Kingdoms
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Carbon Cycle Diagram
Unit 10: Lab: Bacteria
Unit 10: Lab: Drought and Plant Growth
Unit 10: Lab: Population Density
Unit 10: Lesson 1 - The System of Living Things
Unit 10: Lesson 1 Activity
Unit 10: Lesson 2 - Ecosystem Factors

Unit 10: Lesson 3 - Ecosystem Interactions
 Unit 10: Lesson 4 - Energy in Ecosystems
 Unit 10: Lesson 5 - Cycles in Ecosystems
 Unit 10: Lesson 6 - Change in Ecosystems
 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	WHST.6- 8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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 Unit 1: Lesson 4 - The Scientific Method
 Unit 1: Lesson 5 - Scientists
 Unit 1: Lesson 6 - Investigations
 Unit 1: Lesson 7 - Data and Conclusions
 Unit 1: Lesson 8 - An Overview of Science History
 Unit 1: Lesson 9 - An Overview of Science History, Cont.
 Unit 1: Lesson 10 - The People of Science
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Activity: Atoms
 Unit 2: Lab: Household Acid and Base Items
 Unit 2: Lab: Water and Gummy Bears
 Unit 2: Lesson 1 - Atoms
 Unit 2: Lesson 2 - Elements
 Unit 2: Lesson 3 - The Periodic Table
 Unit 2: Lesson 4 - Measuring Elements and Atoms
 Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
 Unit 2: Lesson 6 - Compounds
 Unit 2: Lesson 7 - Acids and Bases
 Unit 2: Lesson 8 - Changes in Matter
 Unit 2: Lesson 9 - Chemistry Through Time
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Activity: Energy Transformations
 Unit 3: Lab: Pulleys
 Unit 3: Lab: Speed
 Unit 3: Lesson 1 - Energy
 Unit 3: Lesson 2 - Work and Simple Machines
 Unit 3: Lesson 3 - Energy Scientists of the Past
 Unit 3: Lesson 4 - Forms of Energy
 Unit 3: Lesson 5 - Energy Transformations
 Unit 3: Lesson 6 - Heat and Thermal Energy
 Unit 3: Lesson 7 - Motion and Speed
 Unit 3: Lesson 8 - The Laws of Motion
 Unit 3: Lesson 9 - The Laws of Motion (continued)
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Managing Energy Resources
 Unit 4: Lab: Renewable vs Non-renewable Energy
 Unit 4: Lab: Trash to Soil
 Unit 4: Lesson 1 - Fossil Fuel Energy
 Unit 4: Lesson 2 - Nuclear Energy
 Unit 4: Lesson 3 - The Cost of Fossil Fuels
 Unit 4: Lesson 4 - Solar Energy
 Unit 4: Lesson 5 - Hydropower
 Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy

Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere
Unit 5: Lesson 4 - Earthquakes
Unit 5: Lesson 5 - Volcanoes
Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters
Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
Unit 7: Lesson 5 - Outer Planets
Unit 7: Lesson 6 - The Dwarf Planets
Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
Unit 7: Lesson 9 - Gravity
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Balloon Rockets
Unit 8: Lesson 1 - Ancient Astronomy
Unit 8: Lesson 2 - Telescopes
Unit 8: Lesson 3 - Launching Into Space
Unit 8: Lesson 4 - The Space Race
Unit 8: Lesson 5 - The Space Shuttle
Unit 8: Lesson 6 - Astronauts
Unit 8: Lesson 7 - Space Probes
Unit 8: Lesson 8 - Space Stations
Unit 8: Lesson 9 - The Future of Space Exploration
Unit 8: Lesson 9 Activity
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Bacteria
Unit 9: Lesson 1 - Cells
Unit 9: Lesson 2 - Growth and Reproduction
Unit 9: Lesson 3 - The Cell Theory
Unit 9: Lesson 4 - History of Classification
Unit 9: Lesson 5 - Kingdoms and Subdivisions
Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
Unit 9: Lesson 7 - The Animal Kingdom

Unit 9: Lesson 8 - Plant and Fungi Kingdoms
 Unit 9: Lesson 9 - Microscopic Kingdoms
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Activity: Carbon Cycle Diagram
 Unit 10: Lab: Bacteria
 Unit 10: Lab: Drought and Plant Growth
 Unit 10: Lab: Population Density
 Unit 10: Lesson 1 - The System of Living Things
 Unit 10: Lesson 1 Activity
 Unit 10: Lesson 2 - Ecosystem Factors
 Unit 10: Lesson 3 - Ecosystem Interactions
 Unit 10: Lesson 4 - Energy in Ecosystems
 Unit 10: Lesson 5 - Cycles in Ecosystems
 Unit 10: Lesson 6 - Change in Ecosystems
 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	WHST.6- 8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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 Unit 1: Lesson 6 - Investigations
 Unit 1: Lesson 7 - Data and Conclusions
 Unit 1: Lesson 8 - An Overview of Science History
 Unit 1: Lesson 9 - An Overview of Science History, Cont.
 Unit 1: Lesson 10 - The People of Science
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Activity: Atoms
 Unit 2: Lab: Household Acid and Base Items
 Unit 2: Lab: Water and Gummy Bears
 Unit 2: Lesson 1 - Atoms
 Unit 2: Lesson 2 - Elements
 Unit 2: Lesson 3 - The Periodic Table
 Unit 2: Lesson 4 - Measuring Elements and Atoms
 Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
 Unit 2: Lesson 6 - Compounds
 Unit 2: Lesson 7 - Acids and Bases
 Unit 2: Lesson 8 - Changes in Matter
 Unit 2: Lesson 9 - Chemistry Through Time
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Activity: Energy Transformations
 Unit 3: Lab: Pulleys
 Unit 3: Lab: Speed
 Unit 3: Lesson 1 - Energy
 Unit 3: Lesson 2 - Work and Simple Machines
 Unit 3: Lesson 3 - Energy Scientists of the Past
 Unit 3: Lesson 4 - Forms of Energy
 Unit 3: Lesson 5 - Energy Transformations
 Unit 3: Lesson 6 - Heat and Thermal Energy
 Unit 3: Lesson 7 - Motion and Speed
 Unit 3: Lesson 8 - The Laws of Motion

Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy
Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere
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Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
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Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters
Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
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Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
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Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Balloon Rockets
Unit 8: Lesson 1 - Ancient Astronomy
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Unit 8: Lesson 9 - The Future of Space Exploration
 Unit 8: Lesson 9 Activity
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 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
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 Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	WHST.6- 8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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 Unit 1: Quiz 1
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 Unit 2: Activity: Atoms
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Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
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BENCHMARK / WHST.6- Establish and maintain a formal style and objective tone.
 PROFICIENCY 8.2(e)

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Unit 2: Lab: Water and Gummy Bears
Unit 2: Lesson 1 - Atoms
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Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
Unit 2: Lesson 7 - Acids and Bases
Unit 2: Lesson 8 - Changes in Matter
Unit 2: Lesson 9 - Chemistry Through Time
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy
Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere
Unit 5: Lesson 4 - Earthquakes
Unit 5: Lesson 5 - Volcanoes
Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1

Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lab: Meteorites and Craters
 Unit 7: Lesson 1 - Galaxies of The Universe
 Unit 7: Lesson 2 - The Stars
 Unit 7: Lesson 3 - The Sun
 Unit 7: Lesson 4 - The Inner Planets
 Unit 7: Lesson 5 - Outer Planets
 Unit 7: Lesson 6 - The Dwarf Planets
 Unit 7: Lesson 7 - The Galilean Moons
 Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
 Unit 7: Lesson 9 - Gravity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: Lab: Balloon Rockets
 Unit 8: Lesson 1 - Ancient Astronomy
 Unit 8: Lesson 2 - Telescopes
 Unit 8: Lesson 3 - Launching Into Space
 Unit 8: Lesson 4 - The Space Race
 Unit 8: Lesson 5 - The Space Shuttle
 Unit 8: Lesson 6 - Astronauts
 Unit 8: Lesson 7 - Space Probes
 Unit 8: Lesson 8 - Space Stations
 Unit 8: Lesson 9 - The Future of Space Exploration
 Unit 8: Lesson 9 Activity
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Lab: Bacteria
 Unit 9: Lesson 1 - Cells
 Unit 9: Lesson 2 - Growth and Reproduction
 Unit 9: Lesson 3 - The Cell Theory
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 Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
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 Unit 9: Lesson 9 - Microscopic Kingdoms
 Unit 9: Quiz 1
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 Unit 10: Activity: Carbon Cycle Diagram
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 Unit 10: Lab: Population Density
 Unit 10: Lesson 1 - The System of Living Things
 Unit 10: Lesson 1 Activity
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 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

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Provide a concluding statement or section that follows from and supports the information or explanation presented.

6th Grade Science

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Unit 1: Lesson 4 - The Scientific Method
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Unit 1: Lesson 6 - Investigations
Unit 1: Lesson 7 - Data and Conclusions
Unit 1: Lesson 8 - An Overview of Science History
Unit 1: Lesson 9 - An Overview of Science History, Cont.
Unit 1: Lesson 10 - The People of Science
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Atoms
Unit 2: Lab: Household Acid and Base Items
Unit 2: Lab: Water and Gummy Bears
Unit 2: Lesson 1 - Atoms
Unit 2: Lesson 2 - Elements
Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
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Unit 3: Lesson 9 - The Laws of Motion (continued)
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Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3

Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
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Unit 6: Lesson 8 - Classifying Minerals
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Unit 6: Quiz 1
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Unit 7: Lab: Meteorites and Craters
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Unit 7: Quiz 2
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Unit 10: Lesson 7 - Biomes
Unit 10: Lesson 8 - Ecologists

Unit 10: Lesson 9 - Conservation

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY WHST.6-8.3(a) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

6th Grade Science

Unit 2: Lab: Household Acid and Base Items

Unit 2: Lab: Water and Gummy Bears

Unit 3: Lab: Pulleys

Unit 6: Lab: Minerals

Unit 8: Lab: Balloon Rockets

Unit 10: Lab: Bacteria

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Production and Distribution of Writing

PERFORMANCE EXPECTATION WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6th Grade Science

Unit 1: Lab & Investigation

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Unit 1: Lesson 5 - Scientists

Unit 1: Lesson 6 - Investigations

Unit 1: Lesson 7 - Data and Conclusions

Unit 1: Lesson 8 - An Overview of Science History

Unit 1: Lesson 9 - An Overview of Science History, Cont.

Unit 1: Lesson 10 - The People of Science

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Activity: Atoms

Unit 2: Lab: Household Acid and Base Items

Unit 2: Lab: Water and Gummy Bears

Unit 2: Lesson 1 - Atoms

Unit 2: Lesson 2 - Elements

Unit 2: Lesson 3 - The Periodic Table

Unit 2: Lesson 4 - Measuring Elements and Atoms

Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals

Unit 2: Lesson 6 - Compounds

Unit 2: Lesson 7 - Acids and Bases

Unit 2: Lesson 8 - Changes in Matter

Unit 2: Lesson 9 - Chemistry Through Time

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
Unit 4: Lesson 3 - The Cost of Fossil Fuels
Unit 4: Lesson 4 - Solar Energy
Unit 4: Lesson 5 - Hydropower
Unit 4: Lesson 6 - Wind, Geothermal, and Biomass Energy
Unit 4: Lesson 7 - The Need for Energy Conservation
Unit 4: Lesson 8 - Taking Care of the Environment
Unit 4: Lesson 9 - Managing Energy Resources
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Build a Model of the Earth
Unit 5: Lab: Plate Tectonics
Unit 5: Lesson 1 - Inside the Earth
Unit 5: Lesson 2 - Plate Tectonics
Unit 5: Lesson 3 - Movements of the Lithosphere
Unit 5: Lesson 4 - Earthquakes
Unit 5: Lesson 5 - Volcanoes
Unit 5: Lesson 6 - Mountain Building
Unit 5: Lesson 7 - The Ocean Floor
Unit 5: Lesson 8 - Careers in Tectonics
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters
Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
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Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
Unit 7: Lesson 9 - Gravity

Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: Lab: Balloon Rockets
 Unit 8: Lesson 1 - Ancient Astronomy
 Unit 8: Lesson 2 - Telescopes
 Unit 8: Lesson 3 - Launching Into Space
 Unit 8: Lesson 4 - The Space Race
 Unit 8: Lesson 5 - The Space Shuttle
 Unit 8: Lesson 6 - Astronauts
 Unit 8: Lesson 7 - Space Probes
 Unit 8: Lesson 8 - Space Stations
 Unit 8: Lesson 9 - The Future of Space Exploration
 Unit 8: Lesson 9 Activity
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Lab: Bacteria
 Unit 9: Lesson 1 - Cells
 Unit 9: Lesson 2 - Growth and Reproduction
 Unit 9: Lesson 3 - The Cell Theory
 Unit 9: Lesson 4 - History of Classification
 Unit 9: Lesson 5 - Kingdoms and Subdivisions
 Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
 Unit 9: Lesson 7 - The Animal Kingdom
 Unit 9: Lesson 8 - Plant and Fungi Kingdoms
 Unit 9: Lesson 9 - Microscopic Kingdoms
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Activity: Carbon Cycle Diagram
 Unit 10: Lab: Bacteria
 Unit 10: Lab: Drought and Plant Growth
 Unit 10: Lab: Population Density
 Unit 10: Lesson 1 - The System of Living Things
 Unit 10: Lesson 1 Activity
 Unit 10: Lesson 2 - Ecosystem Factors
 Unit 10: Lesson 3 - Ecosystem Interactions
 Unit 10: Lesson 4 - Energy in Ecosystems
 Unit 10: Lesson 5 - Cycles in Ecosystems
 Unit 10: Lesson 6 - Change in Ecosystems
 Unit 10: Lesson 7 - Biomes
 Unit 10: Lesson 8 - Ecologists
 Unit 10: Lesson 9 - Conservation
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

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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.

6th Grade Science

Unit 1: Lab & Investigation
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 Unit 1: Lesson 9 - An Overview of Science History, Cont.
 Unit 1: Lesson 10 - The People of Science
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3

Unit 2: Activity: Atoms
Unit 2: Lab: Household Acid and Base Items
Unit 2: Lab: Water and Gummy Bears
Unit 2: Lesson 1 - Atoms
Unit 2: Lesson 2 - Elements
Unit 2: Lesson 3 - The Periodic Table
Unit 2: Lesson 4 - Measuring Elements and Atoms
Unit 2: Lesson 5 - Metals, Metalloids, and Nonmetals
Unit 2: Lesson 6 - Compounds
Unit 2: Lesson 7 - Acids and Bases
Unit 2: Lesson 8 - Changes in Matter
Unit 2: Lesson 9 - Chemistry Through Time
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Energy Transformations
Unit 3: Lab: Pulleys
Unit 3: Lab: Speed
Unit 3: Lesson 1 - Energy
Unit 3: Lesson 2 - Work and Simple Machines
Unit 3: Lesson 3 - Energy Scientists of the Past
Unit 3: Lesson 4 - Forms of Energy
Unit 3: Lesson 5 - Energy Transformations
Unit 3: Lesson 6 - Heat and Thermal Energy
Unit 3: Lesson 7 - Motion and Speed
Unit 3: Lesson 8 - The Laws of Motion
Unit 3: Lesson 9 - The Laws of Motion (continued)
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Managing Energy Resources
Unit 4: Lab: Renewable vs Non-renewable Energy
Unit 4: Lab: Trash to Soil
Unit 4: Lesson 1 - Fossil Fuel Energy
Unit 4: Lesson 2 - Nuclear Energy
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Unit 6: Quiz 1
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Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PERFORMANCE EXPECTATION	WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. <u>6th Grade Science</u> Unit 4: Activity: Managing Energy Resources Unit 8: Lesson 9 Activity

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.7.	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. <u>6th Grade Science</u> Unit 4: Activity: Managing Energy Resources Unit 8: Lesson 9 Activity

PERFORMANCE EXPECTATION	WHST.6-8.8.	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. <u>6th Grade Science</u> Unit 4: Activity: Managing Energy Resources Unit 8: Lesson 9 Activity

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research. <u>6th Grade Science</u> Unit 4: Activity: Managing Energy Resources Unit 8: Lesson 9 Activity

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10.	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. <u>6th Grade Science</u> Unit 1: Lab & Investigation Unit 1: Lesson 1 - The Study of Science Unit 1: Lesson 2 - Safety in Science Unit 1: Lesson 3 - Cleanup Unit 1: Lesson 4 - The Scientific Method Unit 1: Lesson 5 - Scientists Unit 1: Lesson 6 - Investigations Unit 1: Lesson 7 - Data and Conclusions Unit 1: Lesson 8 - An Overview of Science History Unit 1: Lesson 9 - An Overview of Science History, Cont. Unit 1: Lesson 10 - The People of Science Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Activity: Atoms Unit 2: Lab: Household Acid and Base Items Unit 2: Lab: Water and Gummy Bears Unit 2: Lesson 1 - Atoms Unit 2: Lesson 2 - Elements

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Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Activity: The Rock Cycle
Unit 6: Lab: Minerals
Unit 6: Lab: The Rock Cycle
Unit 6: Lesson 1 - Introduction to Rocks and Geology
Unit 6: Lesson 2 - Igneous Rocks
Unit 6: Lesson 3 - Sedimentary Rocks
Unit 6: Lesson 4 - Metamorphic Rocks
Unit 6: Lesson 5 - The Rock Cycle
Unit 6: Lesson 6 - Fossils
Unit 6: Lesson 7 - Minerals
Unit 6: Lesson 8 - Classifying Minerals
Unit 6: Lesson 9 - Minerals and Environment
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab: Meteorites and Craters

Unit 7: Lesson 1 - Galaxies of The Universe
Unit 7: Lesson 2 - The Stars
Unit 7: Lesson 3 - The Sun
Unit 7: Lesson 4 - The Inner Planets
Unit 7: Lesson 5 - Outer Planets
Unit 7: Lesson 6 - The Dwarf Planets
Unit 7: Lesson 7 - The Galilean Moons
Unit 7: Lesson 8 - Comets, Asteroids, and Meteoroids
Unit 7: Lesson 9 - Gravity
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lab: Balloon Rockets
Unit 8: Lesson 1 - Ancient Astronomy
Unit 8: Lesson 2 - Telescopes
Unit 8: Lesson 3 - Launching Into Space
Unit 8: Lesson 4 - The Space Race
Unit 8: Lesson 5 - The Space Shuttle
Unit 8: Lesson 6 - Astronauts
Unit 8: Lesson 7 - Space Probes
Unit 8: Lesson 8 - Space Stations
Unit 8: Lesson 9 - The Future of Space Exploration
Unit 8: Lesson 9 Activity
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lab: Bacteria
Unit 9: Lesson 1 - Cells
Unit 9: Lesson 2 - Growth and Reproduction
Unit 9: Lesson 3 - The Cell Theory
Unit 9: Lesson 4 - History of Classification
Unit 9: Lesson 5 - Kingdoms and Subdivisions
Unit 9: Lesson 6 - Reproduction, Genes, and Heredity
Unit 9: Lesson 7 - The Animal Kingdom
Unit 9: Lesson 8 - Plant and Fungi Kingdoms
Unit 9: Lesson 9 - Microscopic Kingdoms
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Carbon Cycle Diagram
Unit 10: Lab: Bacteria
Unit 10: Lab: Drought and Plant Growth
Unit 10: Lab: Population Density
Unit 10: Lesson 1 - The System of Living Things
Unit 10: Lesson 1 Activity
Unit 10: Lesson 2 - Ecosystem Factors
Unit 10: Lesson 3 - Ecosystem Interactions
Unit 10: Lesson 4 - Energy in Ecosystems
Unit 10: Lesson 5 - Cycles in Ecosystems
Unit 10: Lesson 6 - Change in Ecosystems
Unit 10: Lesson 7 - Biomes
Unit 10: Lesson 8 - Ecologists
Unit 10: Lesson 9 - Conservation
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Main Criteria: Arkansas Standards
Secondary Criteria: 8th Grade ELA
Subject: Language Arts
Grade: 8
Correlation Options: Show Correlated

Arkansas Standards
Language Arts
Grade: 8 - Adopted: 2023

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 8.RC.1.R Provide an objective summary of a text.
F.

8th Grade ELA
Unit 4: Lesson 7 - Mythology
Unit 10: Quiz 1

BENCHMARK / PROFICIENCY 8.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, including its relationship to
F. supporting details.

8th Grade ELA
Unit 1: Lesson 1 - Parts of Speech
Unit 1: Lesson 2 - Parts of Speech (continued)
Unit 1: Lesson 3 - The Art of Sentence Writing
Unit 1: Lesson 4 - Punctuation Marks
Unit 1: Lesson 5 - Periods, Question Marks, and Exclamation Points
Unit 1: Lesson 6 - Commas, Colons, and Semicolons
Unit 1: Lesson 9 - Formal and Informal Language
Unit 1: Quiz 2
Unit 2: Lesson 2 - Context Clue
Unit 2: Lesson 3 - Context Clue Decoding
Unit 2: Lesson 4 - Word Choices
Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes
Unit 2: Lesson 6 - Using the Dictionary
Unit 2: Quiz 2
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 5 - The Narrative
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 4: Lesson 1 - Your Role as a Reader
Unit 4: Lesson 2 - Themes in Literary Works
Unit 4: Lesson 3 - Elements of Fiction Stories
Unit 4: Lesson 4 - The Language of Poetry
Unit 4: Lesson 5 - The Sound of Poetry
Unit 4: Lesson 6 - Styles of Poetry
Unit 4: Lesson 7 - Mythology
Unit 4: Lesson 8 - "A Retrieved Reformation"
Unit 4: Poetry Activity
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Expository Essay Activity
Unit 5: Lesson 1 - Types of Nonfiction
Unit 5: Lesson 2 - Literary Nonfiction
Unit 5: Lesson 3 - Expository Texts
Unit 5: Lesson 5 - Reading and Analyzing Speeches

Unit 5: Lesson 6 - Procedural Texts
Unit 5: Quiz 1
Unit 6: Evaluate Sources Activity
Unit 6: Lesson 1 - Make a Plan and Choose a Topic
Unit 6: Lesson 2 - Select and Evaluate Sources
Unit 6: Lesson 3 - Take Notes From Sources
Unit 6: Lesson 5 - Organize Information
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 7 - Revise the Rough Draft
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Plan - Research Essay Activity
Unit 7 : Lesson 1 - Introduction to the Novel
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : Quiz 2
Unit 7 : Quiz 3
Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
Unit 8: Lesson 4 - Logical Fallacies
Unit 8: Lesson 5 - Comparing Two Persuasive Essays
Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9 : Formal and Informal Speech Activity
Unit 9 : Lesson 1 - Media Basics
Unit 9 : Lesson 2 - Elements of Media
Unit 9 : Lesson 3 - The Influence of News Media
Unit 9 : Lesson 5 - Examining Media
Unit 9 : Lesson 6 - Digital Media
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
Unit 9 : Lesson 8 - Advocating a Position
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv
Unit 10: Lesson 3 - Act I, Scenes v-vi
Unit 10: Lesson 4 - Act II, Scenes i-ii
Unit 10: Lesson 5 - Act II, Scenes iii-iv
Unit 10: Lesson 6 - Act II, Scenes v-vii
Unit 10: Lesson 7 - Act III, Scenes i-iii
Unit 10: Lesson 8 - Act III, Scenes iv-v
Unit 10: Lesson 9 - Theme in The Miracle Worker
Unit 10: Quiz 3
Unit 10: Theme Activity

BENCHMARK / PROFICIENCY	8.RC.3.R F.	Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

8th Grade ELA

Unit 4: Lesson 1 - Your Role as a Reader
Unit 4: Lesson 3 - Elements of Fiction Stories
Unit 4: Lesson 8 - "A Retrieved Reformation"
Unit 4: Quiz 1
Unit 7 : Lesson 1 - Introduction to the Novel
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : Quiz 1
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv
Unit 10: Lesson 3 - Act I, Scenes v-vi
Unit 10: Lesson 4 - Act II, Scenes i-ii
Unit 10: Lesson 5 - Act II, Scenes iii-iv
Unit 10: Lesson 6 - Act II, Scenes v-vii
Unit 10: Lesson 7 - Act III, Scenes i-iii
Unit 10: Lesson 8 - Act III, Scenes iv-v

BENCHMARK / PROFICIENCY	8.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

8th Grade ELA

Unit 1: Lesson 1 - Parts of Speech
Unit 1: Lesson 2 - Parts of Speech (continued)
Unit 1: Lesson 3 - The Art of Sentence Writing
Unit 1: Lesson 4 - Punctuation Marks
Unit 1: Lesson 5 - Periods, Question Marks, and Exclamation Points
Unit 1: Lesson 6 - Commas, Colons, and Semicolons
Unit 1: Lesson 9 - Formal and Informal Language
Unit 1: Quiz 2
Unit 2: Lesson 2 - Context Clue
Unit 2: Lesson 3 - Context Clue Decoding
Unit 2: Lesson 4 - Word Choices
Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes
Unit 2: Lesson 6 - Using the Dictionary
Unit 2: Quiz 2
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 5 - The Narrative
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 4: Lesson 1 - Your Role as a Reader
Unit 4: Lesson 2 - Themes in Literary Works
Unit 4: Lesson 3 - Elements of Fiction Stories
Unit 4: Lesson 4 - The Language of Poetry
Unit 4: Lesson 5 - The Sound of Poetry
Unit 4: Lesson 6 - Styles of Poetry
Unit 4: Lesson 7 - Mythology
Unit 4: Lesson 8 - "A Retrieved Reformation"
Unit 4: Poetry Activity
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Expository Essay Activity
Unit 5: Lesson 1 - Types of Nonfiction
Unit 5: Lesson 2 - Literary Nonfiction
Unit 5: Lesson 3 - Expository Texts

Unit 5: Lesson 5 - Reading and Analyzing Speeches
 Unit 5: Lesson 6 - Procedural Texts
 Unit 5: Quiz 1
 Unit 6: Evaluate Sources Activity
 Unit 6: Lesson 1 - Make a Plan and Choose a Topic
 Unit 6: Lesson 2 - Select and Evaluate Sources
 Unit 6: Lesson 3 - Take Notes From Sources
 Unit 6: Lesson 5 - Organize Information
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 7 - Revise the Rough Draft
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Plan - Research Essay Activity
 Unit 7 : Lesson 1 - Introduction to the Novel
 Unit 7 : Lesson 10 - Part Three: Chapter 9
 Unit 7 : Lesson 2 - Part One: Chapters 1-2
 Unit 7 : Lesson 3 - Part One: Chapters 3-6
 Unit 7 : Lesson 4 - Part One: Chapters 7-8
 Unit 7 : Lesson 5 - Part Two: Chapters 1-5
 Unit 7 : Lesson 6 - Part Two: Chapters 6-10
 Unit 7 : Lesson 7 - Part Two: Chapters 11-15
 Unit 7 : Lesson 8 - Part Three: Chapters 1-3
 Unit 7 : Lesson 9 - Part Three Chapters 4-8
 Unit 7 : Quiz 2
 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
 Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
 Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
 Unit 8: Lesson 4 - Logical Fallacies
 Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 1 - Media Basics
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 5 - Examining Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker

**STRAND /
TOPIC**

Grade 8 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY 8.RC.5.R L. Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.

8th Grade ELA

Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Quiz 1

BENCHMARK / PROFICIENCY	8.RC.6.R L.	Distinguish how the structure of a text contributes to its overall meaning and style. <u>8th Grade ELA</u> Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
BENCHMARK / PROFICIENCY	8.RC.7.R L.	Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor. <u>8th Grade ELA</u> Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 5 - The Narrative Unit 4: Lesson 1 - Your Role as a Reader Unit 4: Lesson 3 - Elements of Fiction Stories Unit 4: Lesson 4 - The Language of Poetry Unit 4: Quiz 1 Unit 7 : Lesson 1 - Introduction to the Novel Unit 7 : Lesson 10 - Part Three: Chapter 9 Unit 7 : Lesson 2 - Part One: Chapters 1-2 Unit 7 : Lesson 3 - Part One: Chapters 3-6 Unit 7 : Lesson 4 - Part One: Chapters 7-8 Unit 7 : Lesson 5 - Part Two: Chapters 1-5 Unit 7 : Lesson 6 - Part Two: Chapters 6-10 Unit 7 : Lesson 7 - Part Two: Chapters 11-15 Unit 7 : Lesson 8 - Part Three: Chapters 1-3 Unit 7 : Lesson 9 - Part Three Chapters 4-8 Unit 7 : News Article Activity! Unit 7 : Quiz 1 Unit 7 : Quiz 2
BENCHMARK / PROFICIENCY	8.RC.8.R L.	Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script. <u>8th Grade ELA</u> Unit 10: Lesson 2 - Act I, Scenes iii-iv Unit 10: Lesson 3 - Act I, Scenes v-vi Unit 10: Lesson 4 - Act II, Scenes i-ii Unit 10: Lesson 7 - Act III, Scenes i-iii Unit 10: Lesson 8 - Act III, Scenes iv-v Unit 10: Quiz 1
BENCHMARK / PROFICIENCY	8.RC.9.R L.	Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works. <u>8th Grade ELA</u> Unit 4: Lesson 1 - Your Role as a Reader
BENCHMARK / PROFICIENCY	8.RC.10. RL.	Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance. <u>8th Grade ELA</u> Unit 4: Lesson 2 - Themes in Literary Works Unit 4: Lesson 3 - Elements of Fiction Stories Unit 4: Lesson 8 - "A Retrieved Reformation" Unit 4: Quiz 1 Unit 5: Lesson 5 - Reading and Analyzing Speeches Unit 7 : Lesson 10 - Part Three: Chapter 9 Unit 7 : Quiz 3 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii Unit 10: Lesson 9 - Theme in The Miracle Worker Unit 10: Quiz 3 Unit 10: Theme Activity

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	8.RC.11. RI.	Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories. <u>8th Grade ELA</u> Unit 2: Lesson 7 - Analogies Unit 2: Quiz 2 Unit 3: Lesson 2 - Gathering and Organizing Unit 5: Lesson 6 - Procedural Texts Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 Activity Unit 8: Quiz 1 Unit 9 : Lesson 3 - The Influence of News Media Unit 9 : Lesson 6 - Digital Media
BENCHMARK / PROFICIENCY	8.RC.12. RI.	Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea. <u>8th Grade ELA</u> Unit 5: Lesson 3 - Expository Texts Unit 5: Lesson 5 - Reading and Analyzing Speeches Unit 5: Quiz 1 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
BENCHMARK / PROFICIENCY	8.RC.13. RI.	Describe how the author acknowledges and responds to conflicting evidence or viewpoints. <u>8th Grade ELA</u> Unit 10: Lesson 4 - Act II, Scenes i-ii Unit 10: Lesson 7 - Act III, Scenes i-iii
BENCHMARK / PROFICIENCY	8.RC.15. RI.	Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced. <u>8th Grade ELA</u> Unit 8: Lesson 5 - Comparing Two Persuasive Essays
BENCHMARK / PROFICIENCY	8.RC.16. RI.	Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation. <u>8th Grade ELA</u> Unit 5: Lesson 3 - Expository Texts Unit 5: Quiz 1 Unit 8: Lesson 5 - Comparing Two Persuasive Essays Unit 9 : Lesson 3 - The Influence of News Media

BENCHMARK / PROFICIENCY	8.RC.17.RI.	Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.

8th Grade ELA

Unit 4: Lesson 1 - Your Role as a Reader

STRAND / TOPIC

Grade 8 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	8.W.1.S.	Compose an argument, using clear reasons and supporting evidence.

DESCRIPTOR	Introduce claims supported by credible sources. <u>8th Grade ELA</u> Unit 3: Lesson 1 - Developing a Purpose for Writing Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Quiz 1 Unit 5: Lesson 3 - Expository Texts Unit 6: Activity: Note Cards Unit 6: Evaluate Sources Activity Unit 6: Lesson 2 - Select and Evaluate Sources Unit 6: Lesson 3 - Take Notes From Sources Unit 6: Plan - Research Essay Activity Unit 6: Quiz 1 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices Unit 8: Lesson 5 - Comparing Two Persuasive Essays Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases Unit 8: Lesson 8 Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 8: Quiz 1 Unit 8: Quiz 3 Unit 9 : Debate Activity Unit 9 : Lesson 3 - The Influence of News Media Unit 10: Lesson 2 - Act I, Scenes iii-iv

DESCRIPTOR	Distinguish alternate or opposing claims. <u>8th Grade ELA</u> Unit 3: Lesson 1 - Developing a Purpose for Writing Unit 3: Quiz 1 Unit 5: Lesson 3 - Expository Texts Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices Unit 8: Lesson 5 - Comparing Two Persuasive Essays Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases Unit 8: Lesson 8 Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 8: Quiz 1 Unit 8: Quiz 3 Unit 9 : Debate Activity

DESCRIPTOR	Maintain a cohesive structure. <u>8th Grade ELA</u> Unit 3: Lesson 1 - Developing a Purpose for Writing Unit 3: Quiz 1 Unit 5: Lesson 3 - Expository Texts Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices Unit 8: Lesson 5 - Comparing Two Persuasive Essays Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases Unit 8: Lesson 8 Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 8: Quiz 1 Unit 8: Quiz 3 Unit 9 : Debate Activity

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	8.W.2.S.	Write to inform about a topic.

DESCRIPTOR	Introduce a topic with a clear preview of what is to follow. <u>8th Grade ELA</u> Unit 2: Lesson 1 - Fluency and Comprehension Unit 2: Lesson 3 - Context Clue Decoding Unit 2: Lesson 4 - Word Choices Unit 3: Lesson 1 - Developing a Purpose for Writing Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 3 - Drafting Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Lesson 5 - The Narrative Unit 3: Lesson 6 - Writing to Entertain Unit 3: Lesson 7 - The Personal Narrative Unit 3: Lesson 8 - Writing a Personal Narrative Unit 3: Personal Narrative Writing Activity Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 1 - Your Role as a Reader Unit 4: Lesson 6 - Styles of Poetry Unit 4: Lesson 7 - Mythology Unit 4: Lesson 8 - "A Retrieved Reformation" Unit 5: "My Escape from Slavery" - Reading Activity Unit 5: Expository Essay Activity Unit 5: Lesson 1 - Types of Nonfiction Unit 5: Lesson 3 - Expository Texts Unit 5: Lesson 4 - Writing an Expository Essay Unit 5: Lesson 5 - Reading and Analyzing Speeches Unit 5: Lesson 6 - Procedural Texts Unit 5: Lesson 7 - Letter Writing Unit 5: Procedural Text Writing Activity Unit 5: Writing a Business Letter Activity Unit 6: Drafting Essay Activity Unit 6: Evaluate Sources Activity Unit 6: Final Outline Activity Unit 6: Lesson 5 - Organize Information Unit 6: Lesson 6 - Draft a Research Essay

Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Proofreading Activity
 Unit 7 : Lesson 10 - Part Three: Chapter 9
 Unit 7 : Lesson 2 - Part One: Chapters 1-2
 Unit 7 : Lesson 3 - Part One: Chapters 3-6
 Unit 7 : Lesson 4 - Part One: Chapters 7-8
 Unit 7 : Lesson 5 - Part Two: Chapters 1-5
 Unit 7 : Lesson 6 - Part Two: Chapters 6-10
 Unit 7 : Lesson 7 - Part Two: Chapters 11-15
 Unit 7 : Lesson 8 - Part Three: Chapters 1-3
 Unit 7 : Lesson 9 - Part Three Chapters 4-8
 Unit 7 : News Article Activity!
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
 Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
 Unit 8: Lesson 4 - Logical Fallacies
 Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation
 Unit 9 : Advertisement Activity
 Unit 9 : Commercial Activity
 Unit 9 : Debate Activity
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 4 - Propaganda in Visual Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 9 : Lesson 9 - Participating in a Debate
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker
 Unit 10: Quiz 3
 Unit 10: Theme Activity

DESCRIPTOR

Organize ideas, concepts, and information, using broad categories.

8th Grade ELA

Unit 2: Lesson 1 - Fluency and Comprehension
 Unit 2: Lesson 3 - Context Clue Decoding
 Unit 2: Lesson 4 - Word Choices
 Unit 3: Lesson 1 - Developing a Purpose for Writing
 Unit 3: Lesson 2 - Gathering and Organizing
 Unit 3: Lesson 3 - Drafting
 Unit 3: Lesson 4 - Revising, Editing, and Publishing
 Unit 3: Lesson 5 - The Narrative
 Unit 3: Lesson 6 - Writing to Entertain
 Unit 3: Lesson 7 - The Personal Narrative
 Unit 3: Lesson 8 - Writing a Personal Narrative
 Unit 3: Personal Narrative Writing Activity
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Your Role as a Reader
 Unit 4: Lesson 6 - Styles of Poetry
 Unit 4: Lesson 7 - Mythology
 Unit 4: Lesson 8 - "A Retrieved Reformation"
 Unit 5: "My Escape from Slavery" - Reading Activity
 Unit 5: Expository Essay Activity

Unit 5: Lesson 1 - Types of Nonfiction
 Unit 5: Lesson 3 - Expository Texts
 Unit 5: Lesson 4 - Writing an Expository Essay
 Unit 5: Lesson 5 - Reading and Analyzing Speeches
 Unit 5: Lesson 6 - Procedural Texts
 Unit 5: Lesson 7 - Letter Writing
 Unit 5: Procedural Text Writing Activity
 Unit 5: Writing a Business Letter Activity
 Unit 6: Drafting Essay Activity
 Unit 6: Evaluate Sources Activity
 Unit 6: Final Outline Activity
 Unit 6: Lesson 5 - Organize Information
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Proofreading Activity
 Unit 7 : Lesson 10 - Part Three: Chapter 9
 Unit 7 : Lesson 2 - Part One: Chapters 1-2
 Unit 7 : Lesson 3 - Part One: Chapters 3-6
 Unit 7 : Lesson 4 - Part One: Chapters 7-8
 Unit 7 : Lesson 5 - Part Two: Chapters 1-5
 Unit 7 : Lesson 6 - Part Two: Chapters 6-10
 Unit 7 : Lesson 7 - Part Two: Chapters 11-15
 Unit 7 : Lesson 8 - Part Three: Chapters 1-3
 Unit 7 : Lesson 9 - Part Three Chapters 4-8
 Unit 7 : News Article Activity!
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
 Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
 Unit 8: Lesson 4 - Logical Fallacies
 Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation
 Unit 9 : Advertisement Activity
 Unit 9 : Commercial Activity
 Unit 9 : Debate Activity
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 4 - Propaganda in Visual Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 9 : Lesson 9 - Participating in a Debate
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker
 Unit 10: Quiz 3
 Unit 10: Theme Activity

DESCRIPTOR

Select well-chosen facts, definitions, concrete details, quotations, and examples.

8th Grade ELA

Unit 1: Lesson 4 - Punctuation Marks
 Unit 1: Lesson 7 - Hyphens, Apostrophes, Quotation Marks, Parentheses, Brackets, and Ellipses
 Unit 2: Lesson 1 - Fluency and Comprehension
 Unit 2: Lesson 3 - Context Clue Decoding
 Unit 2: Lesson 4 - Word Choices
 Unit 3: Lesson 1 - Developing a Purpose for Writing
 Unit 3: Lesson 2 - Gathering and Organizing
 Unit 3: Lesson 3 - Drafting

Unit 3: Lesson 4 - Revising, Editing, and Publishing
 Unit 3: Lesson 5 - The Narrative
 Unit 3: Lesson 6 - Writing to Entertain
 Unit 3: Lesson 7 - The Personal Narrative
 Unit 3: Lesson 8 - Writing a Personal Narrative
 Unit 3: Personal Narrative Writing Activity
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Your Role as a Reader
 Unit 4: Lesson 6 - Styles of Poetry
 Unit 4: Lesson 7 - Mythology
 Unit 4: Lesson 8 - "A Retrieved Reformation"
 Unit 5: "My Escape from Slavery" - Reading Activity
 Unit 5: Expository Essay Activity
 Unit 5: Lesson 1 - Types of Nonfiction
 Unit 5: Lesson 3 - Expository Texts
 Unit 5: Lesson 4 - Writing an Expository Essay
 Unit 5: Lesson 5 - Reading and Analyzing Speeches
 Unit 5: Lesson 6 - Procedural Texts
 Unit 5: Lesson 7 - Letter Writing
 Unit 5: Procedural Text Writing Activity
 Unit 5: Quiz 2
 Unit 5: Writing a Business Letter Activity
 Unit 6: Activity: Note Cards
 Unit 6: Drafting Essay Activity
 Unit 6: Evaluate Sources Activity
 Unit 6: Final Outline Activity
 Unit 6: Lesson 1 - Make a Plan and Choose a Topic
 Unit 6: Lesson 3 - Take Notes From Sources
 Unit 6: Lesson 5 - Organize Information
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 7 - Revise the Rough Draft
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Proofreading Activity
 Unit 6: Quiz 2
 Unit 7 : Lesson 10 - Part Three: Chapter 9
 Unit 7 : Lesson 2 - Part One: Chapters 1-2
 Unit 7 : Lesson 3 - Part One: Chapters 3-6
 Unit 7 : Lesson 4 - Part One: Chapters 7-8
 Unit 7 : Lesson 5 - Part Two: Chapters 1-5
 Unit 7 : Lesson 6 - Part Two: Chapters 6-10
 Unit 7 : Lesson 7 - Part Two: Chapters 11-15
 Unit 7 : Lesson 8 - Part Three: Chapters 1-3
 Unit 7 : Lesson 9 - Part Three Chapters 4-8
 Unit 7 : News Article Activity!
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
 Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
 Unit 8: Lesson 4 - Logical Fallacies
 Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Lesson 7 - Creating An Argumentative Essay
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 8 Activity
 Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation
 Unit 9 : Advertisement Activity
 Unit 9 : Commercial Activity
 Unit 9 : Debate Activity
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 4 - Propaganda in Visual Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 9 : Lesson 9 - Participating in a Debate
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii

Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker
 Unit 10: Quiz 3
 Unit 10: Theme Activity

DESCRIPTOR

Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.

8th Grade ELA

Unit 2: Lesson 1 - Fluency and Comprehension
 Unit 2: Lesson 3 - Context Clue Decoding
 Unit 2: Lesson 4 - Word Choices
 Unit 3: Lesson 1 - Developing a Purpose for Writing
 Unit 3: Lesson 2 - Gathering and Organizing
 Unit 3: Lesson 3 - Drafting
 Unit 3: Lesson 4 - Revising, Editing, and Publishing
 Unit 3: Lesson 5 - The Narrative
 Unit 3: Lesson 6 - Writing to Entertain
 Unit 3: Lesson 7 - The Personal Narrative
 Unit 3: Lesson 8 - Writing a Personal Narrative
 Unit 3: Personal Narrative Writing Activity
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Your Role as a Reader
 Unit 4: Lesson 6 - Styles of Poetry
 Unit 4: Lesson 7 - Mythology
 Unit 4: Lesson 8 - "A Retrieved Reformation"
 Unit 5: "My Escape from Slavery" - Reading Activity
 Unit 5: Expository Essay Activity
 Unit 5: Lesson 1 - Types of Nonfiction
 Unit 5: Lesson 3 - Expository Texts
 Unit 5: Lesson 4 - Writing an Expository Essay
 Unit 5: Lesson 5 - Reading and Analyzing Speeches
 Unit 5: Lesson 6 - Procedural Texts
 Unit 5: Lesson 7 - Letter Writing
 Unit 5: Procedural Text Writing Activity
 Unit 5: Writing a Business Letter Activity
 Unit 6: Drafting Essay Activity
 Unit 6: Evaluate Sources Activity
 Unit 6: Final Outline Activity
 Unit 6: Lesson 5 - Organize Information
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Proofreading Activity
 Unit 7 : Lesson 10 - Part Three: Chapter 9
 Unit 7 : Lesson 2 - Part One: Chapters 1-2
 Unit 7 : Lesson 3 - Part One: Chapters 3-6
 Unit 7 : Lesson 4 - Part One: Chapters 7-8
 Unit 7 : Lesson 5 - Part Two: Chapters 1-5
 Unit 7 : Lesson 6 - Part Two: Chapters 6-10
 Unit 7 : Lesson 7 - Part Two: Chapters 11-15
 Unit 7 : Lesson 8 - Part Three: Chapters 1-3
 Unit 7 : Lesson 9 - Part Three Chapters 4-8
 Unit 7 : News Article Activity!
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
 Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
 Unit 8: Lesson 4 - Logical Fallacies
 Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation
 Unit 9 : Advertisement Activity

Unit 9 : Commercial Activity
 Unit 9 : Debate Activity
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 4 - Propaganda in Visual Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 9 : Lesson 9 - Participating in a Debate
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker
 Unit 10: Quiz 3
 Unit 10: Theme Activity

**STRAND /
TOPIC**

Grade 8 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	8.W.3.S.	Write to express real or imagined experiences and/or events.

DESCRIPTOR

Develop a topic, context, narrative elements, and point of view and/or perspective.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
 Unit 3: Lesson 3 - Drafting
 Unit 3: Lesson 4 - Revising, Editing, and Publishing
 Unit 3: Lesson 5 - The Narrative
 Unit 3: Lesson 6 - Writing to Entertain
 Unit 3: Lesson 7 - The Personal Narrative
 Unit 3: Lesson 8 - Writing a Personal Narrative
 Unit 3: Personal Narrative Writing Activity
 Unit 3: Quiz 3
 Unit 4: Poetry Activity
 Unit 5: Expository Essay Activity
 Unit 5: Lesson 4 - Writing an Expository Essay
 Unit 5: Lesson 6 - Procedural Texts
 Unit 5: Lesson 7 - Letter Writing
 Unit 5: Writing a Business Letter Activity
 Unit 6: Drafting Essay Activity
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 7 - Revise the Rough Draft
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Proofreading Activity
 Unit 7 : News Article Activity!
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Theme Activity

DESCRIPTOR

Select well-chosen, descriptive details and use sensory language and precise language.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 5 - The Narrative
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 3: Quiz 3
Unit 4: Lesson 3 - Elements of Fiction Stories
Unit 4: Lesson 6 - Styles of Poetry
Unit 4: Lesson 7 - Mythology
Unit 4: Poetry Activity
Unit 5: "My Escape from Slavery" - Reading Activity
Unit 5: Expository Essay Activity
Unit 5: Lesson 4 - Writing an Expository Essay
Unit 5: Lesson 6 - Procedural Texts
Unit 5: Lesson 7 - Letter Writing
Unit 5: Procedural Text Writing Activity
Unit 5: Writing a Business Letter Activity
Unit 6: Drafting Essay Activity
Unit 6: Lesson 1 - Make a Plan and Choose a Topic
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Proofreading Activity
Unit 6: Quiz 2
Unit 6: Quiz 3 & Research Presentation
Unit 7 : Lesson 1 - Introduction to the Novel
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : News Article Activity!
Unit 7 : Note Cards and Character Collage Activity
Unit 7 : Virtual Field Trip Activity
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 4 - Logical Fallacies
Unit 8: Lesson 5 - Comparing Two Persuasive Essays
Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
Unit 9 : Advertisement Activity
Unit 9 : Commercial Activity
Unit 9 : Debate Activity
Unit 9 : Formal and Informal Speech Activity
Unit 9 : Lesson 2 - Elements of Media
Unit 9 : Lesson 3 - The Influence of News Media
Unit 9 : Lesson 4 - Propaganda in Visual Media
Unit 9 : Lesson 6 - Digital Media
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
Unit 9 : Lesson 9 - Participating in a Debate
Unit 9 : Media Awareness Project
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv
Unit 10: Lesson 3 - Act I, Scenes v-vi
Unit 10: Lesson 4 - Act II, Scenes i-ii
Unit 10: Lesson 5 - Act II, Scenes iii-iv
Unit 10: Lesson 6 - Act II, Scenes v-vii
Unit 10: Lesson 7 - Act III, Scenes i-iii
Unit 10: Lesson 8 - Act III, Scenes iv-v
Unit 10: Lesson 9 - Theme in The Miracle Worker

DESCRIPTOR

Develop well-structured event sequences to show the relationships among ideas and experiences.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 5 - The Narrative
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 3: Quiz 3
Unit 4: Poetry Activity
Unit 5: Procedural Text Writing Activity
Unit 7 : News Article Activity!
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening

DESCRIPTOR

Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 5 - The Narrative
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 3: Quiz 3
Unit 4: Lesson 3 - Elements of Fiction Stories
Unit 4: Lesson 6 - Styles of Poetry
Unit 4: Lesson 7 - Mythology
Unit 4: Poetry Activity
Unit 5: "My Escape from Slavery" - Reading Activity
Unit 5: Lesson 4 - Writing an Expository Essay
Unit 5: Lesson 6 - Procedural Texts
Unit 5: Procedural Text Writing Activity
Unit 6: Drafting Essay Activity
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Proofreading Activity
Unit 7 : Lesson 1 - Introduction to the Novel
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : News Article Activity!
Unit 7 : Note Cards and Character Collage Activity
Unit 7 : Virtual Field Trip Activity
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 4 - Logical Fallacies
Unit 8: Lesson 5 - Comparing Two Persuasive Essays
Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
Unit 9 : Advertisement Activity
Unit 9 : Commercial Activity
Unit 9 : Debate Activity
Unit 9 : Formal and Informal Speech Activity
Unit 9 : Lesson 2 - Elements of Media
Unit 9 : Lesson 3 - The Influence of News Media
Unit 9 : Lesson 4 - Propaganda in Visual Media
Unit 9 : Lesson 6 - Digital Media
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
Unit 9 : Lesson 9 - Participating in a Debate
Unit 9 : Media Awareness Project
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv
Unit 10: Lesson 3 - Act I, Scenes v-vi
Unit 10: Lesson 4 - Act II, Scenes i-ii
Unit 10: Lesson 5 - Act II, Scenes iii-iv
Unit 10: Lesson 6 - Act II, Scenes v-vii
Unit 10: Lesson 7 - Act III, Scenes i-iii
Unit 10: Lesson 8 - Act III, Scenes iv-v
Unit 10: Lesson 9 - Theme in The Miracle Worker
Unit 10: Quiz 3
Unit 10: Theme Activity

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK /
PROFICIENCY

8.W.4.P.

Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

8th Grade ELA

Unit 2: Lesson 1 - Fluency and Comprehension
Unit 2: Lesson 3 - Context Clue Decoding
Unit 2: Lesson 4 - Word Choices
Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 5 - The Narrative
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Your Role as a Reader
Unit 4: Lesson 6 - Styles of Poetry
Unit 4: Lesson 7 - Mythology
Unit 4: Lesson 8 - "A Retrieved Reformation"
Unit 4: Poetry Activity
Unit 5: "My Escape from Slavery" - Reading Activity
Unit 5: Expository Essay Activity
Unit 5: Lesson 1 - Types of Nonfiction
Unit 5: Lesson 3 - Expository Texts
Unit 5: Lesson 4 - Writing an Expository Essay
Unit 5: Lesson 5 - Reading and Analyzing Speeches
Unit 5: Lesson 6 - Procedural Texts
Unit 5: Lesson 7 - Letter Writing
Unit 5: Procedural Text Writing Activity
Unit 5: Writing a Business Letter Activity
Unit 6: Drafting Essay Activity
Unit 6: Evaluate Sources Activity
Unit 6: Final Outline Activity
Unit 6: Lesson 1 - Make a Plan and Choose a Topic
Unit 6: Lesson 5 - Organize Information
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Proofreading Activity
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : News Article Activity!
Unit 7 : Virtual Field Trip Activity
Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
Unit 8: Lesson 4 - Logical Fallacies

Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Lesson 7 - Creating An Argumentative Essay
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases
 Unit 8: Lesson 8 Activity
 Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation
 Unit 8: Quiz 1
 Unit 9 : Advertisement Activity
 Unit 9 : Commercial Activity
 Unit 9 : Debate Activity
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 4 - Propaganda in Visual Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 9 : Lesson 9 - Participating in a Debate
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker
 Unit 10: Quiz 3
 Unit 10: Theme Activity

BENCHMARK /
 PROFICIENCY

8.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
 Unit 3: Lesson 2 - Gathering and Organizing
 Unit 3: Lesson 3 - Drafting
 Unit 3: Lesson 4 - Revising, Editing, and Publishing
 Unit 3: Lesson 6 - Writing to Entertain
 Unit 3: Lesson 7 - The Personal Narrative
 Unit 3: Personal Narrative Writing Activity
 Unit 3: Quiz 2
 Unit 5: Expository Essay Activity
 Unit 5: Lesson 7 - Letter Writing
 Unit 5: Writing a Business Letter Activity
 Unit 6: Drafting Essay Activity
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Proofreading Activity
 Unit 6: Quiz 2
 Unit 7 : News Article Activity!
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases
 Unit 8: Lesson 8 Activity
 Unit 9 : Debate Activity
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Theme Activity

BENCHMARK / PROFICIENCY	8.W.6.P.	Use a variety of sentence types effectively. <u>8th Grade ELA</u> Unit 1: Lesson 3 - The Art of Sentence Writing Unit 3: Imaginative Narrative Writing Activity Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Personal Narrative Writing Activity Unit 5: Expository Essay Activity Unit 6: Drafting Essay Activity Unit 8: Lesson 8 Activity
BENCHMARK / PROFICIENCY	8.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. <u>8th Grade ELA</u> Unit 3: Lesson 3 - Drafting Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Personal Narrative Writing Activity Unit 5: Expository Essay Activity Unit 5: Lesson 7 - Letter Writing Unit 5: Writing a Business Letter Activity Unit 6: Drafting Essay Activity Unit 6: Lesson 6 - Draft a Research Essay Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Proofreading Activity Unit 6: Quiz 3 & Research Presentation Unit 7 : Virtual Field Trip Activity Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices Unit 8: Lesson 5 - Comparing Two Persuasive Essays Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases Unit 8: Lesson 8 Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 8: Quiz 1 Unit 9 : Debate Activity Unit 9 : Media Awareness Project Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii Unit 10: Theme Activity

BENCHMARK / PROFICIENCY	8.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas. <u>8th Grade ELA</u> Unit 3: Imaginative Narrative Writing Activity Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 3 - Drafting Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Lesson 6 - Writing to Entertain Unit 3: Personal Narrative Writing Activity Unit 5: Expository Essay Activity Unit 5: Lesson 6 - Procedural Texts Unit 5: Lesson 7 - Letter Writing Unit 5: Procedural Text Writing Activity Unit 5: Quiz 3 Unit 5: Writing a Business Letter Activity Unit 6: Drafting Essay Activity Unit 6: Lesson 6 - Draft a Research Essay Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Proofreading Activity Unit 6: Quiz 3 & Research Presentation Unit 7 : Virtual Field Trip Activity Unit 8: Lesson 7 Activity Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases Unit 8: Lesson 8 Activity Unit 9 : Debate Activity Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening Unit 9 : Media Awareness Project Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii Unit 10: Theme Activity

BENCHMARK / PROFICIENCY	8.W.9.P.	Develop writing stamina during single sessions and over extended periods of time. <u>8th Grade ELA</u> Unit 3: Lesson 1 - Developing a Purpose for Writing Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 7 - The Personal Narrative Unit 3: Lesson 8 - Writing a Personal Narrative Unit 3: Personal Narrative Writing Activity Unit 5: Expository Essay Activity Unit 5: Lesson 4 - Writing an Expository Essay Unit 5: Lesson 7 - Letter Writing Unit 5: Writing a Business Letter Activity Unit 6: Drafting Essay Activity Unit 6: Lesson 1 - Make a Plan and Choose a Topic Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 9 : Media Awareness Project

BENCHMARK / PROFICIENCY	8.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose and audience.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Poetry Activity
Unit 5: Expository Essay Activity
Unit 5: Lesson 4 - Writing an Expository Essay
Unit 5: Lesson 7 - Letter Writing
Unit 5: Quiz 2
Unit 5: Writing a Business Letter Activity
Unit 6: Drafting Essay Activity
Unit 6: Lesson 1 - Make a Plan and Choose a Topic
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 7 - Revise the Rough Draft
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Lesson 9 - Create a Research Presentation
Unit 6: Plan - Research Essay Activity
Unit 6: Proofreading Activity
Unit 6: Quiz 1
Unit 6: Quiz 3 & Research Presentation
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 7 - Creating An Argumentative Essay
Unit 8: Lesson 7 Activity
Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases
Unit 8: Lesson 8 Activity
Unit 9 : Debate Activity
Unit 9 : Media Awareness Project

BENCHMARK / PROFICIENCY	8.W.11.P. Include headings, graphics, and various multimedia to support ideas and information.

8th Grade ELA

Unit 2: Lesson 6 - Using the Dictionary
Unit 2: Quiz 2
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 6 - Writing to Entertain
Unit 5: Lesson 7 - Letter Writing
Unit 5: Writing a Business Letter Activity
Unit 6: Activity: Note Cards
Unit 6: Drafting Essay Activity
Unit 6: Lesson 3 - Take Notes From Sources
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Lesson 9 - Create a Research Presentation
Unit 6: Plan - Research Essay Activity
Unit 6: Proofreading Activity
Unit 6: Quiz 3 & Research Presentation
Unit 6: Storyboard Activity
Unit 8: Lesson 7 - Creating An Argumentative Essay
Unit 9 : Commercial Activity
Unit 9 : Lesson 1 - Media Basics
Unit 9 : Lesson 2 - Elements of Media
Unit 9 : Lesson 3 - The Influence of News Media
Unit 9 : Lesson 5 - Examining Media
Unit 9 : Quiz 2

BENCHMARK / PROFICIENCY	8.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

8th Grade ELA

Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Poetry Activity
Unit 5: Writing a Business Letter Activity
Unit 6: Lesson 7 - Revise the Rough Draft
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Plan - Research Essay Activity
Unit 6: Proofreading Activity
Unit 6: Quiz 3 & Research Presentation
Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
Unit 8: Lesson 7 - Creating An Argumentative Essay
Unit 8: Lesson 7 Activity
Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases
Unit 8: Lesson 8 Activity

STRAND / TOPIC

Grade 8 English Language Arts Standards

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	8.W.13.R. Conduct research to explore a topic, describe an idea, and/or answer a question, refocusing the inquiry to generate further questions or to allow for multiple avenues of exploration.

8th Grade ELA

Unit 2: Lesson 3 - Context Clue Decoding
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 3 - Drafting
Unit 6: Activity: Note Cards
Unit 6: Final Outline Activity
Unit 6: Lesson 1 - Make a Plan and Choose a Topic
Unit 6: Lesson 2 - Select and Evaluate Sources
Unit 6: Lesson 3 - Take Notes From Sources
Unit 6: Lesson 4 - Plan and Develop Information
Unit 6: Lesson 5 - Organize Information
Unit 6: More Planning Activity
Unit 6: Plan - Research Essay Activity
Unit 6: Quiz 1
Unit 7 : Virtual Field Trip Activity
Unit 8: Lesson 7 - Creating An Argumentative Essay
Unit 8: Lesson 7 Activity
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv

BENCHMARK / 8.W.14.R. Assess the credibility and accuracy of sources.
PROFICIENCY

8th Grade ELA

Unit 3: Lesson 2 - Gathering and Organizing

Unit 6: Activity: Note Cards

Unit 6: Evaluate Sources Activity

Unit 6: Lesson 2 - Select and Evaluate Sources

Unit 6: Lesson 3 - Take Notes From Sources

Unit 6: Plan - Research Essay Activity

Unit 6: Quiz 1

Unit 8: Lesson 7 - Creating An Argumentative Essay

Unit 8: Lesson 7 Activity

Unit 8: Lesson 8 Activity

Unit 8: Quiz 3

Unit 9 : Lesson 3 - The Influence of News Media

Unit 10: Lesson 2 - Act I, Scenes iii-iv

8th Grade ELA

Unit 1: Lesson 4 - Punctuation Marks

Unit 1: Lesson 7 - Hyphens, Apostrophes, Quotation Marks, Parentheses, Brackets, and Ellipses

Unit 3: Lesson 2 - Gathering and Organizing

Unit 3: Quiz 2

Unit 5: "My Escape from Slavery" - Reading Activity

Unit 5: Lesson 5 - Reading and Analyzing Speeches

Unit 5: Quiz 2

Unit 6: Activity: Note Cards

Unit 6: Drafting Essay Activity

Unit 6: Evaluate Sources Activity

Unit 6: Final Outline Activity

Unit 6: Lesson 1 - Make a Plan and Choose a Topic

Unit 6: Lesson 2 - Select and Evaluate Sources

Unit 6: Lesson 3 - Take Notes From Sources

Unit 6: Lesson 4 - Plan and Develop Information

Unit 6: Lesson 5 - Organize Information

Unit 6: Lesson 6 - Draft a Research Essay

Unit 6: Lesson 7 - Revise the Rough Draft

Unit 6: Lesson 8 - Proofread, Edit, and Publish

Unit 6: Lesson 9 - Create a Research Presentation

Unit 6: Plan - Research Essay Activity

Unit 6: Proofreading Activity

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Storyboard Activity

Unit 7 : Note Cards and Character Collage Activity

Unit 7 : Virtual Field Trip Activity

Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices

Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech

Unit 8: Lesson 4 - Logical Fallacies

Unit 8: Lesson 5 - Comparing Two Persuasive Essays

Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay

Unit 8: Lesson 7 - Creating An Argumentative Essay

Unit 8: Lesson 7 Activity

Unit 8: Lesson 8 Activity

Unit 9 : Commercial Activity

Unit 9 : Debate Activity

Unit 9 : Debate Reflection Activity

Unit 9 : Formal and Informal Speech Activity

Unit 9 : Lesson 5 - Examining Media

Unit 9 : Lesson 6 - Digital Media

Unit 9 : Media Awareness Project

Unit 10: Lesson 2 - Act I, Scenes iii-iv

Unit 10: Lesson 3 - Act I, Scenes v-vi

Unit 10: Lesson 4 - Act II, Scenes i-ii

Unit 10: Lesson 7 - Act III, Scenes i-iii

Unit 10: Lesson 8 - Act III, Scenes iv-v

Unit 10: Lesson 9 - Theme in The Miracle Worker

Unit 10: Quiz 3

Unit 10: Theme Activity

BENCHMARK / PROFICIENCY	8.W.16.R. Follow a standard format for citation, including a works cited/references.
	<u>8th Grade ELA</u> Unit 3: Lesson 2 - Gathering and Organizing Unit 6: Activity: Note Cards Unit 6: Drafting Essay Activity Unit 6: Lesson 2 - Select and Evaluate Sources Unit 6: Lesson 3 - Take Notes From Sources Unit 6: Lesson 6 - Draft a Research Essay Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Lesson 9 - Create a Research Presentation Unit 6: Proofreading Activity Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Storyboard Activity Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 Activity

**STRAND /
TOPIC**

Grade 8 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE E EXPECTATION	8.V.1.	Use general academic and content-specific words and phrases accurately. <u>8th Grade ELA</u> Unit 1: Lesson 1 - Parts of Speech Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 3 - The Art of Sentence Writing Unit 1: Lesson 4 - Punctuation Marks Unit 1: Lesson 5 - Periods, Question Marks, and Exclamation Points Unit 1: Lesson 6 - Commas, Colons, and Semicolons Unit 1: Lesson 9 - Formal and Informal Language Unit 1: Quiz 2 Unit 2: Lesson 2 - Context Clue Unit 2: Lesson 3 - Context Clue Decoding Unit 2: Lesson 4 - Word Choices Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes Unit 2: Lesson 6 - Using the Dictionary Unit 2: Quiz 2 Unit 3: Imaginative Narrative Writing Activity Unit 3: Lesson 1 - Developing a Purpose for Writing Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 3 - Drafting Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Lesson 5 - The Narrative Unit 3: Lesson 6 - Writing to Entertain Unit 3: Lesson 7 - The Personal Narrative Unit 3: Lesson 8 - Writing a Personal Narrative Unit 3: Personal Narrative Writing Activity Unit 4: Lesson 1 - Your Role as a Reader Unit 4: Lesson 2 - Themes in Literary Works Unit 4: Lesson 3 - Elements of Fiction Stories Unit 4: Lesson 4 - The Language of Poetry Unit 4: Lesson 5 - The Sound of Poetry Unit 4: Lesson 6 - Styles of Poetry Unit 4: Lesson 7 - Mythology Unit 4: Lesson 8 - "A Retrieved Reformation" Unit 4: Poetry Activity Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 5: Expository Essay Activity Unit 5: Lesson 1 - Types of Nonfiction

Unit 5: Lesson 2 - Literary Nonfiction
 Unit 5: Lesson 3 - Expository Texts
 Unit 5: Lesson 5 - Reading and Analyzing Speeches
 Unit 5: Lesson 6 - Procedural Texts
 Unit 5: Lesson 7 - Letter Writing
 Unit 5: Quiz 1
 Unit 5: Writing a Business Letter Activity
 Unit 6: Drafting Essay Activity
 Unit 6: Evaluate Sources Activity
 Unit 6: Lesson 1 - Make a Plan and Choose a Topic
 Unit 6: Lesson 2 - Select and Evaluate Sources
 Unit 6: Lesson 3 - Take Notes From Sources
 Unit 6: Lesson 5 - Organize Information
 Unit 6: Lesson 6 - Draft a Research Essay
 Unit 6: Lesson 7 - Revise the Rough Draft
 Unit 6: Lesson 8 - Proofread, Edit, and Publish
 Unit 6: Plan - Research Essay Activity
 Unit 6: Proofreading Activity
 Unit 6: Quiz 3 & Research Presentation
 Unit 7 : Lesson 1 - Introduction to the Novel
 Unit 7 : Lesson 10 - Part Three: Chapter 9
 Unit 7 : Lesson 2 - Part One: Chapters 1-2
 Unit 7 : Lesson 3 - Part One: Chapters 3-6
 Unit 7 : Lesson 4 - Part One: Chapters 7-8
 Unit 7 : Lesson 5 - Part Two: Chapters 1-5
 Unit 7 : Lesson 6 - Part Two: Chapters 6-10
 Unit 7 : Lesson 7 - Part Two: Chapters 11-15
 Unit 7 : Lesson 8 - Part Three: Chapters 1-3
 Unit 7 : Lesson 9 - Part Three Chapters 4-8
 Unit 7 : News Article Activity!
 Unit 7 : Quiz 2
 Unit 7 : Virtual Field Trip Activity
 Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
 Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
 Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
 Unit 8: Lesson 4 - Logical Fallacies
 Unit 8: Lesson 5 - Comparing Two Persuasive Essays
 Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
 Unit 8: Lesson 7 Activity
 Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases
 Unit 8: Lesson 8 Activity
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 9 : Debate Activity
 Unit 9 : Formal and Informal Speech Activity
 Unit 9 : Lesson 1 - Media Basics
 Unit 9 : Lesson 2 - Elements of Media
 Unit 9 : Lesson 3 - The Influence of News Media
 Unit 9 : Lesson 5 - Examining Media
 Unit 9 : Lesson 6 - Digital Media
 Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
 Unit 9 : Lesson 8 - Advocating a Position
 Unit 9 : Media Awareness Project
 Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
 Unit 10: Lesson 2 - Act I, Scenes iii-iv
 Unit 10: Lesson 3 - Act I, Scenes v-vi
 Unit 10: Lesson 4 - Act II, Scenes i-ii
 Unit 10: Lesson 5 - Act II, Scenes iii-iv
 Unit 10: Lesson 6 - Act II, Scenes v-vii
 Unit 10: Lesson 7 - Act III, Scenes i-iii
 Unit 10: Lesson 8 - Act III, Scenes iv-v
 Unit 10: Lesson 9 - Theme in The Miracle Worker
 Unit 10: Theme Activity

PERFORMANCE E EXPECTATION	8.V.2.	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. <u>8th Grade ELA</u> Unit 2: Lesson 1 - Fluency and Comprehension Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes Unit 2: Lesson 6 - Using the Dictionary Unit 2: Quiz 2 Unit 5: Lesson 3 - Expository Texts Unit 7 : Lesson 2 - Part One: Chapters 1-2

**STRAND /
TOPIC**

Grade 8 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE E EXPECTATION	8.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

**BENCHMARK /
PROFICIENCY**

Use common Greek or Latin affixes and roots (i.e., morphology),

8th Grade ELA

Unit 2: Lesson 1 - Fluency and Comprehension
Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes
Unit 2: Lesson 6 - Using the Dictionary
Unit 2: Quiz 2
Unit 7 : Lesson 2 - Part One: Chapters 1-2

**BENCHMARK /
PROFICIENCY**

Trace the origins of words (i.e., etymology),

8th Grade ELA

Unit 2: Lesson 6 - Using the Dictionary
Unit 5: Lesson 3 - Expository Texts
Unit 6: Quiz 1
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 10: Lesson 7 - Act III, Scenes i-iii

**BENCHMARK /
PROFICIENCY**

Use context,

8th Grade ELA

Unit 1: Lesson 1 - Parts of Speech
Unit 1: Lesson 2 - Parts of Speech (continued)
Unit 1: Lesson 3 - The Art of Sentence Writing
Unit 1: Lesson 4 - Punctuation Marks
Unit 1: Lesson 5 - Periods, Question Marks, and Exclamation Points
Unit 1: Lesson 6 - Commas, Colons, and Semicolons
Unit 1: Lesson 9 - Formal and Informal Language
Unit 1: Quiz 2
Unit 2: Lesson 1 - Fluency and Comprehension
Unit 2: Lesson 2 - Context Clue
Unit 2: Lesson 3 - Context Clue Decoding
Unit 2: Lesson 4 - Word Choices
Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes
Unit 2: Lesson 6 - Using the Dictionary
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Developing a Purpose for Writing
Unit 3: Lesson 2 - Gathering and Organizing
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 5 - The Narrative

Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Lesson 8 - Writing a Personal Narrative
Unit 4: Lesson 1 - Your Role as a Reader
Unit 4: Lesson 2 - Themes in Literary Works
Unit 4: Lesson 3 - Elements of Fiction Stories
Unit 4: Lesson 4 - The Language of Poetry
Unit 4: Lesson 5 - The Sound of Poetry
Unit 4: Lesson 6 - Styles of Poetry
Unit 4: Lesson 7 - Mythology
Unit 4: Lesson 8 - "A Retrieved Reformation"
Unit 4: Poetry Activity
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Expository Essay Activity
Unit 5: Lesson 1 - Types of Nonfiction
Unit 5: Lesson 2 - Literary Nonfiction
Unit 5: Lesson 3 - Expository Texts
Unit 5: Lesson 5 - Reading and Analyzing Speeches
Unit 5: Lesson 6 - Procedural Texts
Unit 5: Quiz 1
Unit 6: Evaluate Sources Activity
Unit 6: Lesson 1 - Make a Plan and Choose a Topic
Unit 6: Lesson 2 - Select and Evaluate Sources
Unit 6: Lesson 3 - Take Notes From Sources
Unit 6: Lesson 5 - Organize Information
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 7 - Revise the Rough Draft
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Plan - Research Essay Activity
Unit 7 : Lesson 1 - Introduction to the Novel
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : Quiz 2
Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech
Unit 8: Lesson 4 - Logical Fallacies
Unit 8: Lesson 5 - Comparing Two Persuasive Essays
Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9 : Formal and Informal Speech Activity
Unit 9 : Lesson 1 - Media Basics
Unit 9 : Lesson 2 - Elements of Media
Unit 9 : Lesson 3 - The Influence of News Media
Unit 9 : Lesson 5 - Examining Media
Unit 9 : Lesson 6 - Digital Media
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
Unit 9 : Lesson 8 - Advocating a Position
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv
Unit 10: Lesson 3 - Act I, Scenes v-vi
Unit 10: Lesson 4 - Act II, Scenes i-ii
Unit 10: Lesson 5 - Act II, Scenes iii-iv
Unit 10: Lesson 6 - Act II, Scenes v-vii
Unit 10: Lesson 7 - Act III, Scenes i-iii
Unit 10: Lesson 8 - Act III, Scenes iv-v
Unit 10: Lesson 9 - Theme in The Miracle Worker

BENCHMARK / PROFICIENCY	Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

8th Grade ELA

Unit 1: Lesson 1 - Parts of Speech
Unit 1: Quiz 1
Unit 2: Lesson 2 - Context Clue
Unit 2: Lesson 3 - Context Clue Decoding
Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes
Unit 2: Lesson 6 - Using the Dictionary
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Imaginative Narrative Writing Activity
Unit 4: Lesson 4 - The Language of Poetry
Unit 4: Poetry Activity
Unit 5: Lesson 3 - Expository Texts
Unit 5: Lesson 5 - Reading and Analyzing Speeches
Unit 5: Quiz 1
Unit 7 : Lesson 10 - Part Three: Chapter 9
Unit 7 : Lesson 2 - Part One: Chapters 1-2
Unit 7 : Lesson 3 - Part One: Chapters 3-6
Unit 7 : Lesson 4 - Part One: Chapters 7-8
Unit 7 : Lesson 5 - Part Two: Chapters 1-5
Unit 7 : Lesson 6 - Part Two: Chapters 6-10
Unit 7 : Lesson 7 - Part Two: Chapters 11-15
Unit 7 : Lesson 8 - Part Three: Chapters 1-3
Unit 7 : Lesson 9 - Part Three Chapters 4-8
Unit 7 : Quiz 1
Unit 7 : Quiz 2
Unit 7 : Quiz 3
Unit 8: Lesson 1 - Persuasion and Arguments: Choose a Nonfiction Book
Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices
Unit 8: Lesson 4 - Logical Fallacies
Unit 8: Lesson 5 - Comparing Two Persuasive Essays
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9 : Lesson 1 - Media Basics
Unit 9 : Lesson 2 - Elements of Media
Unit 9 : Lesson 4 - Propaganda in Visual Media
Unit 9 : Lesson 9 - Participating in a Debate
Unit 9 : Media Awareness Project
Unit 9 : Quiz 3
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 2 - Act I, Scenes iii-iv
Unit 10: Lesson 3 - Act I, Scenes v-vi
Unit 10: Lesson 4 - Act II, Scenes i-ii
Unit 10: Lesson 5 - Act II, Scenes iii-iv
Unit 10: Lesson 6 - Act II, Scenes v-vii
Unit 10: Lesson 7 - Act III, Scenes i-iii
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

**STRAND /
TOPIC**

Grade 8 English Language Arts Standards

**CONTENT
STANDARD**

Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	8.V.4.	Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings. 8th Grade ELA Unit 2: Lesson 4 - Word Choices Unit 8: Lesson 4 - Logical Fallacies Unit 9 : Lesson 3 - The Influence of News Media Unit 9 : Lesson 4 - Propaganda in Visual Media Unit 9 : Quiz 1
PERFORMANCE EXPECTATION	8.V.5.	Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text. 8th Grade ELA Unit 2: Lesson 4 - Word Choices Unit 2: Lesson 7 - Analogies Unit 2: Quiz 2 Unit 5: Lesson 5 - Reading and Analyzing Speeches Unit 5: Quiz 2 Unit 8: Lesson 2 - Elements of Persuasive Writing Including Rhetorical Devices Unit 8: Lesson 3 - Analyze Nelson Mandela's Inaugural Speech Unit 8: Lesson 4 - Logical Fallacies Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay Unit 8: Lesson 7 - Creating An Argumentative Essay Unit 8: Lesson 7 Activity Unit 8: Lesson 8 Activity Unit 8: Quiz 1 Unit 9 : Lesson 3 - The Influence of News Media Unit 9 : Lesson 6 - Digital Media
PERFORMANCE EXPECTATION	8.V.6.	Demonstrate an understanding of figurative language in context, including verbal irony and puns. 8th Grade ELA Unit 4: Lesson 4 - The Language of Poetry Unit 4: Lesson 8 - "A Retrieved Reformation" Unit 4: Quiz 2 Unit 5: Lesson 2 - Literary Nonfiction Unit 5: Lesson 5 - Reading and Analyzing Speeches Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii Unit 10: Lesson 3 - Act I, Scenes v-vi Unit 10: Quiz 1

STRAND / TOPIC

Grade 8 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY 8.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

8th Grade ELA
Unit 1: Lesson 3 - The Art of Sentence Writing
Unit 9 : Debate Activity
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
Unit 9 : Lesson 8 - Advocating a Position
Unit 9 : Lesson 9 - Participating in a Debate
Unit 10: Lesson 6 - Act II, Scenes v-vii

BENCHMARK / PROFICIENCY	8.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion. <u>8th Grade ELA</u> Unit 1: Lesson 3 - The Art of Sentence Writing Unit 9 : Debate Activity Unit 9 : Lesson 8 - Advocating a Position Unit 9 : Lesson 9 - Participating in a Debate Unit 10: Lesson 6 - Act II, Scenes v-vii
BENCHMARK / PROFICIENCY	8.CC.3.S LC.	Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. <u>8th Grade ELA</u> Unit 1: Lesson 3 - The Art of Sentence Writing Unit 9 : Debate Activity Unit 9 : Lesson 8 - Advocating a Position Unit 9 : Lesson 9 - Participating in a Debate Unit 10: Lesson 6 - Act II, Scenes v-vii
BENCHMARK / PROFICIENCY	8.CC.4.S LC.	Acknowledge new information expressed by others, qualifying or justifying one's own views after new evidence is presented. <u>8th Grade ELA</u> Unit 1: Lesson 3 - The Art of Sentence Writing Unit 9 : Debate Activity Unit 9 : Lesson 8 - Advocating a Position Unit 9 : Lesson 9 - Participating in a Debate Unit 10: Lesson 6 - Act II, Scenes v-vii
BENCHMARK / PROFICIENCY	8.CC.5.S LC.	Examine the reasons for using multimedia to present a topic, text, and/or issue. <u>8th Grade ELA</u> Unit 6: Lesson 9 - Create a Research Presentation Unit 6: Quiz 3 & Research Presentation Unit 6: Storyboard Activity Unit 9 : Commercial Activity Unit 9 : Lesson 1 - Media Basics Unit 9 : Lesson 2 - Elements of Media Unit 9 : Lesson 3 - The Influence of News Media Unit 9 : Lesson 5 - Examining Media Unit 9 : Quiz 2

**STRAND /
TOPIC**

Grade 8 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANC E EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK / PROFICIENCY	8.CC.7.P.	Present claims and evidence, emphasizing important points in a focused, coherent manner.
		<u>8th Grade ELA</u> Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 3 - Drafting Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 6: Lesson 9 - Create a Research Presentation Unit 6: Storyboard Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 9 : Debate Activity Unit 9 : Formal and Informal Speech Activity Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening Unit 9 : Lesson 8 - Advocating a Position Unit 9 : Lesson 9 - Participating in a Debate Unit 9 : Quiz 3
BENCHMARK / PROFICIENCY	8.CC.8.P	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.
		<u>8th Grade ELA</u> Unit 3: Lesson 2 - Gathering and Organizing Unit 3: Lesson 3 - Drafting Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 6: Lesson 9 - Create a Research Presentation Unit 6: Storyboard Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 9 : Debate Activity Unit 9 : Formal and Informal Speech Activity Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening Unit 9 : Lesson 8 - Advocating a Position Unit 9 : Lesson 9 - Participating in a Debate Unit 9 : Quiz 3
BENCHMARK / PROFICIENCY	8.CC.9.P	Include relevant multimedia to clarify claims and findings.
		<u>8th Grade ELA</u> Unit 6: Lesson 9 - Create a Research Presentation Unit 6: Quiz 3 & Research Presentation Unit 6: Storyboard Activity Unit 9 : Commercial Activity Unit 9 : Lesson 1 - Media Basics Unit 9 : Lesson 2 - Elements of Media Unit 9 : Lesson 3 - The Influence of News Media Unit 9 : Lesson 5 - Examining Media Unit 9 : Media Awareness Project Unit 9 : Quiz 2
BENCHMARK / PROFICIENCY	8.CC.10. P.	Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing.
		<u>8th Grade ELA</u> Unit 1: Lesson 9 - Formal and Informal Language Unit 3: Lesson 3 - Drafting Unit 6: Storyboard Activity Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation Unit 9 : Formal and Informal Speech Activity Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening Unit 9 : Lesson 9 - Participating in a Debate Unit 9 : Quiz 3

BENCHMARK / PROFICIENCY 8.CC.11.P. Demonstrate command of standard English when indicated or appropriate.

8th Grade ELA

Unit 1: Lesson 9 - Formal and Informal Language

Unit 6: Storyboard Activity

Unit 8: Lesson 9 - Delivering and Evaluating a Persuasive Presentation

Unit 9 : Formal and Informal Speech Activity

Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening

STRAND / TOPIC

Grade 8 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	8.L.1.S.	Use nouns effectively:

DESCRIPTOR

Predicate nouns

8th Grade ELA

Unit 1: Lesson 1 - Parts of Speech

Unit 1: Quiz 1

STRAND / TOPIC

Grade 8 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 8.L.2.S. Ensure pronouns have a clear antecedent and are appropriate in number and person.

8th Grade ELA

Unit 1: Lesson 1 - Parts of Speech

Unit 1: Lesson 3 - The Art of Sentence Writing

Unit 1: Quiz 1

Unit 3: Lesson 4 - Revising, Editing, and Publishing

Unit 3: Personal Narrative Writing Activity

Unit 5: Expository Essay Activity

Unit 6: Lesson 8 - Proofread, Edit, and Publish

Unit 6: Proofreading Activity

STRAND / TOPIC

Grade 8 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	8.L.3.S.	Use verbs effectively:

DESCRIPTOR	Shifts in mood and voice 8th Grade ELA Unit 1: Lesson 1 - Parts of Speech Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 3 - The Art of Sentence Writing Unit 1: Quiz 1 Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Lesson 7 - The Personal Narrative Unit 3: Lesson 8 - Writing a Personal Narrative Unit 3: Personal Narrative Writing Activity Unit 5: Lesson 6 - Procedural Texts Unit 5: Procedural Text Writing Activity Unit 6: Lesson 7 - Revise the Rough Draft

DESCRIPTOR	Active and passive voice 8th Grade ELA Unit 1: Lesson 3 - The Art of Sentence Writing

DESCRIPTOR	Subject/verb agreement 8th Grade ELA Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Personal Narrative Writing Activity Unit 5: Expository Essay Activity Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Proofreading Activity Unit 6: Quiz 3 & Research Presentation Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases Unit 8: Lesson 8 Activity Unit 8: Quiz 3

DESCRIPTOR	Linking verbs 8th Grade ELA Unit 1: Lesson 3 - The Art of Sentence Writing

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	8.L.4.S.	Use verbals (gerunds, participles, infinitives) correctly. 8th Grade ELA Unit 1: Lesson 1 - Parts of Speech Unit 1: Quiz 1 Unit 4: Lesson 6 - Styles of Poetry

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	8.L.5.S.	Use modifiers effectively:

DESCRIPTOR	Proper adjectives
	8th Grade ELA Unit 1: Lesson 1 - Parts of Speech Unit 1: Lesson 3 - The Art of Sentence Writing Unit 1: Quiz 1 Unit 3: Lesson 4 - Revising, Editing, and Publishing Unit 3: Personal Narrative Writing Activity Unit 4: Lesson 6 - Styles of Poetry Unit 5: Expository Essay Activity Unit 6: Lesson 7 - Revise the Rough Draft Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Proofreading Activity

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	8.L.6.S.	Correct misplaced and dangling modifiers.
		8th Grade ELA Unit 5: Expository Essay Activity Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Proofreading Activity

BENCHMARK / PROFICIENCY	8.L.7.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
		8th Grade ELA Unit 1: Lesson 1 - Parts of Speech Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 3 - The Art of Sentence Writing Unit 1: Lesson 6 - Commas, Colons, and Semicolons Unit 1: Quiz 1

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	8.L.8.S.	Use prepositional phrases effectively:

DESCRIPTOR	Adjectival 8th Grade ELA Unit 1: Lesson 1 - Parts of Speech Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 3 - The Art of Sentence Writing

DESCRIPTOR	Adverbial 8th Grade ELA Unit 1: Lesson 1 - Parts of Speech Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 3 - The Art of Sentence Writing

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 8.L.9.S. Choose language that precisely expresses ideas, eliminating redundancy.

8th Grade ELA
Unit 3: Imaginative Narrative Writing Activity
Unit 3: Lesson 3 - Drafting
Unit 3: Lesson 4 - Revising, Editing, and Publishing
Unit 3: Lesson 6 - Writing to Entertain
Unit 3: Lesson 7 - The Personal Narrative
Unit 3: Personal Narrative Writing Activity
Unit 4: Poetry Activity
Unit 5: Expository Essay Activity
Unit 5: Lesson 4 - Writing an Expository Essay
Unit 5: Lesson 7 - Letter Writing
Unit 5: Writing a Business Letter Activity
Unit 6: Drafting Essay Activity
Unit 6: Lesson 6 - Draft a Research Essay
Unit 6: Lesson 7 - Revise the Rough Draft
Unit 6: Lesson 8 - Proofread, Edit, and Publish
Unit 6: Proofreading Activity
Unit 6: Quiz 3 & Research Presentation
Unit 7 : News Article Activity!
Unit 7 : Virtual Field Trip Activity
Unit 8: Lesson 6 - Analyzing and Planning an Argumentative Essay
Unit 8: Lesson 7 Activity
Unit 8: Lesson 8 - Revising and Editing: Spelling and Verb Agreement With Prepositional Phrases
Unit 8: Lesson 8 Activity
Unit 9 : Debate Activity
Unit 9 : Formal and Informal Speech Activity
Unit 9 : Lesson 7 - Formal and Informal Speaking and Listening
Unit 9 : Media Awareness Project
Unit 10: Lesson 1 - Introduction to Drama; Act I, Scenes i-ii
Unit 10: Lesson 8 - Act III, Scenes iv-v
Unit 10: Theme Activity

STRAND / TOPIC **Grade 8 English Language Arts Standards**

CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	8.L.10.C.	Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address. <u>8th Grade ELA</u> Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 4 - Punctuation Marks Unit 1: Lesson 6 - Commas, Colons, and Semicolons Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	8.L.11.C.	Introduce a list, quotation, or clarification, using a colon. <u>8th Grade ELA</u> Unit 1: Lesson 4 - Punctuation Marks Unit 1: Lesson 6 - Commas, Colons, and Semicolons Unit 1: Lesson 7 - Hyphens, Apostrophes, Quotation Marks, Parentheses, Brackets, and Ellipses Unit 1: Quiz 3
BENCHMARK / PROFICIENCY	8.L.12.C.	Join elements of a series when individual items of the series already include commas, using a semicolon. <u>8th Grade ELA</u> Unit 1: Lesson 3 - The Art of Sentence Writing Unit 1: Lesson 4 - Punctuation Marks Unit 1: Lesson 6 - Commas, Colons, and Semicolons Unit 1: Lesson 7 - Hyphens, Apostrophes, Quotation Marks, Parentheses, Brackets, and Ellipses Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	8.L.13.C.	Indicate an omission, using an ellipsis. <u>8th Grade ELA</u> Unit 1: Lesson 7 - Hyphens, Apostrophes, Quotation Marks, Parentheses, Brackets, and Ellipses Unit 1: Quiz 3
BENCHMARK / PROFICIENCY	8.L.14.C.	Indicate a pause or break, using commas, ellipses, and dashes. <u>8th Grade ELA</u> Unit 1: Lesson 2 - Parts of Speech (continued) Unit 1: Lesson 4 - Punctuation Marks Unit 1: Lesson 6 - Commas, Colons, and Semicolons Unit 1: Lesson 7 - Hyphens, Apostrophes, Quotation Marks, Parentheses, Brackets, and Ellipses Unit 1: Quiz 3 Unit 6: Lesson 8 - Proofread, Edit, and Publish Unit 6: Proofreading Activity
BENCHMARK / PROFICIENCY	8.L.15.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. <u>8th Grade ELA</u> Unit 1: Lesson 8 - Rules of Spelling Unit 1: Quiz 3 Unit 2: Lesson 1 - Fluency and Comprehension Unit 2: Lesson 2 - Context Clue Unit 2: Lesson 3 - Context Clue Decoding Unit 2: Lesson 5 - Greek and Latin Roots-Root Words-Prefixes-Suffixes Unit 2: Lesson 6 - Using the Dictionary Unit 2: Lesson 7 - Analogies Unit 5: Lesson 3 - Expository Texts Unit 7 : Lesson 2 - Part One: Chapters 1-2

Main Criteria: Arkansas Standards
Secondary Criteria: 8th Grade Science (3rd Edition)
Subject: Science
Grade: 8
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 8 - Adopted: 2017

STRAND / TOPIC **AR.SC.2. Forces and Interactions**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	8-PS2-1.	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lab: Speed and Collisions Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction Unit 3: Lesson 8 - Newton's Laws and Roller Coasters Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 6 - Plate Tectonics Theory
PERFORMANCE EXPECTATION	8-PS2-2.	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lesson 2 - Newton's First Law of Motion: Inertia Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction Unit 3: Lesson 8 - Newton's Laws and Roller Coasters Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 6 - Plate Tectonics Theory Unit 4: Quiz 2
PERFORMANCE EXPECTATION	8-PS2-4.	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. <u>8th Grade Science (3rd Edition)</u> Unit 6: Activity: Gravity in Space Unit 6: Lesson 7 - Gravity in Space Unit 6: Quiz 3
PERFORMANCE EXPECTATION	8-PS2-5.	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lesson 1 - Introduction to Force Unit 3: Quiz 1

STRAND / TOPIC **AR.SC.3. Energy**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE E EXPECTATION	8-PS3-1.	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. <u>8th Grade Science (3rd Edition)</u> Unit 2: Lesson 2 - Changes in Matter Unit 2: Quiz 1 Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Marble Roller Coaster Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction Unit 3: Lesson 6 - Types of Energy and Energy Transformations Unit 3: Lesson 8 - Newton's Laws and Roller Coasters Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 6 - Plate Tectonics Theory

PERFORMANCE E EXPECTATION	8-PS3-2.	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lab: Marble Roller Coaster Unit 3: Lesson 6 - Types of Energy and Energy Transformations Unit 3: Lesson 8 - Newton's Laws and Roller Coasters Unit 3: Quiz 2 Unit 3: Quiz 3

**STRAND /
TOPIC**

AR.SC.4. Space Systems

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE E EXPECTATION	8-ESS1-1.	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. <u>8th Grade Science (3rd Edition)</u> Unit 6: Activity: Moon Phases Calendar Unit 6: Lab: Phases of the Moon Unit 6: Lesson 4 - Day, Night, and Seasons Unit 6: Lesson 5 - Lunar Phases and Eclipses Unit 6: Quiz 2

PERFORMANCE E EXPECTATION	8-ESS1-2.	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. <u>8th Grade Science (3rd Edition)</u> Unit 6: Activity: Gravity in Space Unit 6: Lesson 7 - Gravity in Space Unit 6: Quiz 3

PERFORMANCE E EXPECTATION	8-ESS1-3.	Analyze and interpret data to determine scale properties of objects in the solar system. <u>8th Grade Science (3rd Edition)</u> Unit 6: Lesson 1 - Earth Unit 6: Lesson 2 - Sun Unit 6: Lesson 8 - The Solar System Unit 6: Quiz 1 Unit 6: Quiz 3

**STRAND /
TOPIC**

AR.SC.6. Growth, Development, and Reproduction of Organisms

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	8-LS4-5.	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. <u>8th Grade Science (3rd Edition)</u> Unit 10: Lesson 8 - Changes and Traits Unit 10: Quiz 3

STRAND / TOPIC **AR.SC.7. Natural Selection and Adaptations**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	8-LS4-4.	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. <u>8th Grade Science (3rd Edition)</u> Unit 8: Lesson 8 - Long-Term Environmental Changes Unit 8: Quiz 3 Unit 10: Lesson 8 - Changes and Traits Unit 10: Quiz 3

PERFORMANCE EXPECTATION	8-LS4-6.	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. <u>8th Grade Science (3rd Edition)</u> Unit 8: Lesson 8 - Long-Term Environmental Changes Unit 8: Quiz 3 Unit 10: Lesson 8 - Changes and Traits Unit 10: Quiz 3

STRAND / TOPIC **AR.SC.8. Engineering, Technology, and Applications of Science**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	8-ETS1-1.	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lab: Marble Roller Coaster
PERFORMANCE EXPECTATION	8-ETS1-2.	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lab: Marble Roller Coaster Unit 9: Activity: Evaluating Engineering Projects
PERFORMANCE EXPECTATION	8-ETS1-4.	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <u>8th Grade Science (3rd Edition)</u> Unit 3: Lab: Marble Roller Coaster Unit 9: Activity: Evaluating Engineering Projects

CONTENT STANDARD		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6- 8.1.	Cite specific textual evidence to support analysis of science and technical texts. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Lab: Cohesion and Adhesion Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 7: Activity: Origin of the Universe Unit 9: Lab: Humans and Pollution Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior
PERFORMANCE EXPECTATION	RST.6- 8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. <u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Lesson 1 - What is Science? Unit 1: Lesson 2 - Scientific Knowledge Unit 1: Lesson 3 - Important Figures in Science Unit 1: Lesson 4 - The Role of Science in Society Unit 1: Lesson 5 - Scientific Investigations Unit 1: Lesson 6 - Types of Investigations Unit 1: Lesson 7 - Data in Science Unit 1: Lesson 8 - Scientific Tools and Measurement Unit 1: Lesson 9 - Science Safety Unit 2: Activity: Superhero Element Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 2: Lesson 1 - Properties of Matter Unit 2: Lesson 2 - Changes in Matter Unit 2: Lesson 3 - Classifying Matter Unit 2: Lesson 4 - The Atom Unit 2: Lesson 5 - The Periodic Table of Elements Unit 2: Lesson 6 - Chemical Formulas Unit 2: Lesson 7 - Chemical Reactions Unit 2: Lesson 8 - Chemical Equations Unit 2: Lesson 9 - Acids and Bases Unit 3: Activity: STEM Career Research Project Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed

Unit 3: Lab: Marble Mountain Climb
Unit 3: Lab: Marble Roller Coaster
Unit 3: Lab: Newton's First Law of Motion: Inertia
Unit 3: Lab: Speed and Collisions
Unit 3: Lesson 1 - Introduction to Force
Unit 3: Lesson 2 - Newton's First Law of Motion: Inertia
Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration
Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction
Unit 3: Lesson 5 - Spotlight on a Scientist: Isaac Newton
Unit 3: Lesson 6 - Types of Energy and Energy Transformations
Unit 3: Lesson 7 - Machines and Work
Unit 3: Lesson 8 - Newton's Laws and Roller Coasters
Unit 4: Activity: The Water Cycle
Unit 4: Lab: Cohesion and Adhesion
Unit 4: Lab: Earth's Spheres
Unit 4: Lab: Plate Boundaries and Movements
Unit 4: Lesson 1 - Introduction to the Earth
Unit 4: Lesson 2 - Hydrosphere
Unit 4: Lesson 3 - Structure of Water
Unit 4: Lesson 4 - The Unique Properties of Water
Unit 4: Lesson 5 - Geosphere
Unit 4: Lesson 6 - Plate Tectonics Theory
Unit 4: Lesson 7 - Plate Boundaries and Earth's Land Features
Unit 4: Lesson 8 - Careers in Science: Geologist
Unit 4: Lesson 9 - Biosphere and Atmosphere
Unit 5: Activity: Climate Change
Unit 5: Activity: High and Low Pressure
Unit 5: Activity: Weather Symbols Map
Unit 5: Lab: Current Density and Salinity
Unit 5: Lab: The Sun's Effect on Earth's Surface
Unit 5: Lesson 1 - Weather and Wind
Unit 5: Lesson 2 - Currents
Unit 5: Lesson 3 - Atmospheric Movement
Unit 5: Lesson 4 - Global Weather Patterns
Unit 5: Lesson 5 - Local Weather
Unit 5: Lesson 6 - Meteorology and Maps
Unit 5: Lesson 7 - Hurricanes, Tropical Cyclones, and Typhoons
Unit 5: Lesson 8 - Climate
Unit 5: Lesson 9 - Climate Change: Natural vs. Human Impact
Unit 6: Activity: Gravity in Space
Unit 6: Activity: Moon Phases Calendar
Unit 6: Activity: Sun-Moon-Earth Systems
Unit 6: Lab: Life on Planets
Unit 6: Lab: Modeling Day, Night, and Seasons
Unit 6: Lab: Phases of the Moon
Unit 6: Lesson 1 - Earth
Unit 6: Lesson 2 - Sun
Unit 6: Lesson 3 - Moon
Unit 6: Lesson 4 - Day, Night, and Seasons
Unit 6: Lesson 5 - Lunar Phases and Eclipses
Unit 6: Lesson 6 - Tides
Unit 6: Lesson 7 - Gravity in Space
Unit 6: Lesson 8 - The Solar System
Unit 6: Lesson 9 - Careers in Science: Astronomy
Unit 7: Activity: Life Cycle of a Star
Unit 7: Activity: Origin of the Universe
Unit 7: Activity: Space Exploration Cost-Benefit Analysis
Unit 7: Activity: Types of Galaxies
Unit 7: Lesson 1 - Galaxies
Unit 7: Lesson 2 - Stars
Unit 7: Lesson 3 - Star Life Cycles
Unit 7: Lesson 4 - Electromagnetic Spectrum and Waves
Unit 7: Lesson 5 - The Origin of the Universe
Unit 7: Lesson 6 - History of Space Travel
Unit 7: Lesson 7 - Accommodations for Traveling in Space
Unit 7: Lesson 8 - NASA
Unit 8: Activity: Biome Brochure
Unit 8: Activity: Carbon Cycle Diagram
Unit 8: Activity: Keystone Species Research Project

Unit 8: Lab: Energy and Matter Conservation in Ecosystems
Unit 8: Lab: Food Webs and Chains
Unit 8: Lesson 1 - Introduction to Ecosystems
Unit 8: Lesson 2 - Biomes
Unit 8: Lesson 3 - Ecosystem Relationships
Unit 8: Lesson 4 - Energy Flow
Unit 8: Lesson 5 - Ecosystem Stability
Unit 8: Lesson 6 - Cycles in Ecosystems
Unit 8: Lesson 7 - Short-Term Environmental Changes
Unit 8: Lesson 8 - Long-Term Environmental Changes
Unit 8: Lesson 9 - Conservation
Unit 9: Activity: Evaluating Engineering Projects
Unit 9: Lab: Ecological Observations
Unit 9: Lab: Humans and Pollution
Unit 9: Lab: Impact of Scale, Proportion, and Quantity on an Aquatic Ecosystem
Unit 9: Lab: Nutrients and Algae Growth
Unit 9: Lesson 1 - Watersheds
Unit 9: Lesson 2 - Aquifers
Unit 9: Lesson 3 - Water Scarcity and Watershed Pollution
Unit 9: Lesson 4 - Freshwater Ecosystems
Unit 9: Lesson 5 - Marine and Saltwater Ecosystems
Unit 9: Lesson 6 - Ocean Pollution
Unit 9: Lesson 7 - Predicting Ecosystem Changes
Unit 9: Lesson 8 - Engineering Solutions for Ecosystem Changes
Unit 9: Lesson 9 - Career Spotlight: Environmental Engineering
Unit 10: Activity: City of Cells
Unit 10: Activity: Create a Family Tree
Unit 10: Activity: Creating a Dichotomous Key
Unit 10: Lab: Cell Behavior
Unit 10: Lesson 1 - Cells
Unit 10: Lesson 2 - Cell Structure and Function
Unit 10: Lesson 3 - Classification
Unit 10: Lesson 4 - Dichotomous Keys and Organism Organization
Unit 10: Lesson 5 - Organ Systems Overview
Unit 10: Lesson 6 - Genetic Basics
Unit 10: Lesson 7 - Types of Reproduction
Unit 10: Lesson 8 - Changes and Traits

PERFORMANCE EXPECTATION	RST.6-8.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
		<u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Activity: The Water Cycle Unit 4: Lab: Cohesion and Adhesion Unit 4: Lab: Earth's Spheres Unit 4: Lab: Plate Boundaries and Movements Unit 5: Activity: High and Low Pressure Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 6: Lab: Modeling Day, Night, and Seasons Unit 6: Lab: Phases of the Moon Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 8: Lab: Food Webs and Chains Unit 9: Lab: Ecological Observations Unit 9: Lab: Humans and Pollution Unit 9: Lab: Impact of Scale, Proportion, and Quantity on an Aquatic Ecosystem Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior

STRAND / TOPIC

AR.RST.6 Reading Standards for Literacy in Science and Technical Subjects -8.

CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	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.
		<u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Lesson 1 - What is Science? Unit 1: Lesson 2 - Scientific Knowledge Unit 1: Lesson 3 - Important Figures in Science Unit 1: Lesson 4 - The Role of Science in Society Unit 1: Lesson 5 - Scientific Investigations Unit 1: Lesson 6 - Types of Investigations Unit 1: Lesson 7 - Data in Science Unit 1: Lesson 8 - Scientific Tools and Measurement Unit 1: Lesson 9 - Science Safety Unit 2: Activity: Superhero Element Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 2: Lesson 1 - Properties of Matter Unit 2: Lesson 2 - Changes in Matter Unit 2: Lesson 3 - Classifying Matter Unit 2: Lesson 4 - The Atom

Unit 2: Lesson 5 - The Periodic Table of Elements
Unit 2: Lesson 6 - Chemical Formulas
Unit 2: Lesson 7 - Chemical Reactions
Unit 2: Lesson 8 - Chemical Equations
Unit 2: Lesson 9 - Acids and Bases
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: STEM Career Research Project
Unit 3: Lab: Balanced and Unbalanced Forces
Unit 3: Lab: Calculating Average Speed
Unit 3: Lab: Marble Mountain Climb
Unit 3: Lab: Marble Roller Coaster
Unit 3: Lab: Newton's First Law of Motion: Inertia
Unit 3: Lab: Speed and Collisions
Unit 3: Lesson 1 - Introduction to Force
Unit 3: Lesson 2 - Newton's First Law of Motion: Inertia
Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration
Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction
Unit 3: Lesson 5 - Spotlight on a Scientist: Isaac Newton
Unit 3: Lesson 6 - Types of Energy and Energy Transformations
Unit 3: Lesson 7 - Machines and Work
Unit 3: Lesson 8 - Newton's Laws and Roller Coasters
Unit 4: Activity: The Water Cycle
Unit 4: Lab: Cohesion and Adhesion
Unit 4: Lab: Earth's Spheres
Unit 4: Lab: Plate Boundaries and Movements
Unit 4: Lesson 1 - Introduction to the Earth
Unit 4: Lesson 2 - Hydrosphere
Unit 4: Lesson 3 - Structure of Water
Unit 4: Lesson 4 - The Unique Properties of Water
Unit 4: Lesson 5 - Geosphere
Unit 4: Lesson 6 - Plate Tectonics Theory
Unit 4: Lesson 7 - Plate Boundaries and Earth's Land Features
Unit 4: Lesson 8 - Careers in Science: Geologist
Unit 4: Lesson 9 - Biosphere and Atmosphere
Unit 5: Activity: Climate Change
Unit 5: Activity: High and Low Pressure
Unit 5: Activity: Weather Symbols Map
Unit 5: Lab: Current Density and Salinity
Unit 5: Lab: The Sun's Effect on Earth's Surface
Unit 5: Lesson 1 - Weather and Wind
Unit 5: Lesson 2 - Currents
Unit 5: Lesson 3 - Atmospheric Movement
Unit 5: Lesson 4 - Global Weather Patterns
Unit 5: Lesson 5 - Local Weather
Unit 5: Lesson 6 - Meteorology and Maps
Unit 5: Lesson 7 - Hurricanes, Tropical Cyclones, and Typhoons
Unit 5: Lesson 8 - Climate
Unit 5: Lesson 9 - Climate Change: Natural vs. Human Impact
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Unit 6: Activity: Moon Phases Calendar
Unit 6: Activity: Sun-Moon-Earth Systems
Unit 6: Lab: Life on Planets
Unit 6: Lab: Modeling Day, Night, and Seasons
Unit 6: Lab: Phases of the Moon
Unit 6: Lesson 1 - Earth
Unit 6: Lesson 2 - Sun
Unit 6: Lesson 3 - Moon
Unit 6: Lesson 4 - Day, Night, and Seasons
Unit 6: Lesson 5 - Lunar Phases and Eclipses
Unit 6: Lesson 6 - Tides
Unit 6: Lesson 7 - Gravity in Space
Unit 6: Lesson 8 - The Solar System
Unit 6: Lesson 9 - Careers in Science: Astronomy
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Unit 7: Activity: Origin of the Universe
Unit 7: Activity: Space Exploration Cost-Benefit Analysis
Unit 7: Activity: Types of Galaxies
Unit 7: Lesson 1 - Galaxies

Unit 7: Lesson 2 - Stars
 Unit 7: Lesson 3 - Star Life Cycles
 Unit 7: Lesson 4 - Electromagnetic Spectrum and Waves
 Unit 7: Lesson 5 - The Origin of the Universe
 Unit 7: Lesson 6 - History of Space Travel
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 Unit 8: Lesson 4 - Energy Flow
 Unit 8: Lesson 5 - Ecosystem Stability
 Unit 8: Lesson 6 - Cycles in Ecosystems
 Unit 8: Lesson 7 - Short-Term Environmental Changes
 Unit 8: Lesson 8 - Long-Term Environmental Changes
 Unit 8: Lesson 9 - Conservation
 Unit 9: Activity: Evaluating Engineering Projects
 Unit 9: Lab: Ecological Observations
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 Unit 9: Lab: Nutrients and Algae Growth
 Unit 9: Lesson 1 - Watersheds
 Unit 9: Lesson 2 - Aquifers
 Unit 9: Lesson 3 - Water Scarcity and Watershed Pollution
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 Unit 9: Lesson 5 - Marine and Saltwater Ecosystems
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RST.6-
 8.5.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

8th Grade Science (3rd Edition)

Unit 1: Lab: Experimental Investigation
 Unit 1: Lab: Hypothesis Study
 Unit 1: Lesson 1 - What is Science?
 Unit 1: Lesson 2 - Scientific Knowledge
 Unit 1: Lesson 3 - Important Figures in Science
 Unit 1: Lesson 4 - The Role of Science in Society
 Unit 1: Lesson 5 - Scientific Investigations
 Unit 1: Lesson 6 - Types of Investigations
 Unit 1: Lesson 7 - Data in Science
 Unit 1: Lesson 8 - Scientific Tools and Measurement
 Unit 1: Lesson 9 - Science Safety
 Unit 2: Activity: Superhero Element
 Unit 2: Lab: Acids and Bases
 Unit 2: Lab: Atoms and Molecules
 Unit 2: Lab: Density
 Unit 2: Lab: Forming a Precipitate

Unit 2: Lab: Law of Conservation of Mass
Unit 2: Lesson 1 - Properties of Matter
Unit 2: Lesson 2 - Changes in Matter
Unit 2: Lesson 3 - Classifying Matter
Unit 2: Lesson 4 - The Atom
Unit 2: Lesson 5 - The Periodic Table of Elements
Unit 2: Lesson 6 - Chemical Formulas
Unit 2: Lesson 7 - Chemical Reactions
Unit 2: Lesson 8 - Chemical Equations
Unit 2: Lesson 9 - Acids and Bases
Unit 3: Activity: STEM Career Research Project
Unit 3: Lab: Balanced and Unbalanced Forces
Unit 3: Lab: Calculating Average Speed
Unit 3: Lab: Marble Mountain Climb
Unit 3: Lab: Marble Roller Coaster
Unit 3: Lab: Newton's First Law of Motion: Inertia
Unit 3: Lab: Speed and Collisions
Unit 3: Lesson 1 - Introduction to Force
Unit 3: Lesson 2 - Newton's First Law of Motion: Inertia
Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration
Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction
Unit 3: Lesson 5 - Spotlight on a Scientist: Isaac Newton
Unit 3: Lesson 6 - Types of Energy and Energy Transformations
Unit 3: Lesson 7 - Machines and Work
Unit 3: Lesson 8 - Newton's Laws and Roller Coasters
Unit 4: Activity: The Water Cycle
Unit 4: Lab: Cohesion and Adhesion
Unit 4: Lab: Earth's Spheres
Unit 4: Lab: Plate Boundaries and Movements
Unit 4: Lesson 1 - Introduction to the Earth
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Unit 4: Lesson 6 - Plate Tectonics Theory
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Unit 4: Lesson 8 - Careers in Science: Geologist
Unit 4: Lesson 9 - Biosphere and Atmosphere
Unit 5: Activity: Climate Change
Unit 5: Activity: High and Low Pressure
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Unit 5: Lab: Current Density and Salinity
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Unit 6: Lab: Modeling Day, Night, and Seasons
Unit 6: Lab: Phases of the Moon
Unit 6: Lesson 1 - Earth
Unit 6: Lesson 2 - Sun
Unit 6: Lesson 3 - Moon
Unit 6: Lesson 4 - Day, Night, and Seasons
Unit 6: Lesson 5 - Lunar Phases and Eclipses
Unit 6: Lesson 6 - Tides
Unit 6: Lesson 7 - Gravity in Space
Unit 6: Lesson 8 - The Solar System
Unit 6: Lesson 9 - Careers in Science: Astronomy
Unit 7: Activity: Life Cycle of a Star

Unit 7: Activity: Origin of the Universe
 Unit 7: Activity: Space Exploration Cost-Benefit Analysis
 Unit 7: Activity: Types of Galaxies
 Unit 7: Lesson 1 - Galaxies
 Unit 7: Lesson 2 - Stars
 Unit 7: Lesson 3 - Star Life Cycles
 Unit 7: Lesson 4 - Electromagnetic Spectrum and Waves
 Unit 7: Lesson 5 - The Origin of the Universe
 Unit 7: Lesson 6 - History of Space Travel
 Unit 7: Lesson 7 - Accommodations for Traveling in Space
 Unit 7: Lesson 8 - NASA
 Unit 8: Activity: Biome Brochure
 Unit 8: Activity: Carbon Cycle Diagram
 Unit 8: Activity: Keystone Species Research Project
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 Unit 8: Lesson 1 - Introduction to Ecosystems
 Unit 8: Lesson 2 - Biomes
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**STRAND /
TOPIC**

**AR.RST.6 Reading Standards for Literacy in Science and Technical Subjects
-8.**

CONTENT STANDARD	Integration of Knowledge and Ideas

PERFORMANCE E EXPECTATION	RST.6-8.7.	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). <u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Lesson 7 - Data in Science Unit 1: Lesson 8 - Scientific Tools and Measurement Unit 1: Quiz 3 Unit 2: Activity: Superhero Element Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Law of Conservation of Mass Unit 2: Lesson 6 - Chemical Formulas Unit 2: Quiz 2 Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Activity: The Water Cycle Unit 4: Lab: Cohesion and Adhesion Unit 4: Lab: Earth's Spheres Unit 4: Lab: Plate Boundaries and Movements Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Activity: Sun-Moon-Earth Systems Unit 6: Lab: Life on Planets Unit 6: Lab: Modeling Day, Night, and Seasons Unit 6: Lab: Phases of the Moon Unit 8: Activity: Biome Brochure Unit 8: Activity: Carbon Cycle Diagram Unit 8: Activity: Keystone Species Research Project Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 8: Lab: Food Webs and Chains Unit 9: Lab: Ecological Observations Unit 9: Lab: Humans and Pollution Unit 9: Lab: Impact of Scale, Proportion, and Quantity on an Aquatic Ecosystem Unit 9: Lab: Nutrients and Algae Growth Unit 10: Activity: Create a Family Tree Unit 10: Lab: Cell Behavior
PERFORMANCE E EXPECTATION	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Scientist Presentation Unit 3: Activity: STEM Career Research Project Unit 5: Activity: Climate Change Unit 7: Activity: Origin of the Universe Unit 7: Activity: Space Exploration Cost-Benefit Analysis Unit 7: Activity: Types of Galaxies Unit 8: Activity: Biome Brochure Unit 8: Activity: Keystone Species Research Project Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 9: Activity: Evaluating Engineering Projects
PERFORMANCE E EXPECTATION	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Activity: Scientist Presentation Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study

Unit 1: Lesson 1 - What is Science?
Unit 1: Lesson 2 - Scientific Knowledge
Unit 1: Lesson 3 - Important Figures in Science
Unit 1: Lesson 4 - The Role of Science in Society
Unit 1: Lesson 5 - Scientific Investigations
Unit 1: Lesson 6 - Types of Investigations
Unit 1: Lesson 7 - Data in Science
Unit 1: Lesson 8 - Scientific Tools and Measurement
Unit 1: Lesson 9 - Science Safety
Unit 1: Quiz 1
Unit 2: Activity: Superhero Element
Unit 2: Lab: Acids and Bases
Unit 2: Lab: Atoms and Molecules
Unit 2: Lab: Density
Unit 2: Lab: Forming a Precipitate
Unit 2: Lab: Law of Conservation of Mass
Unit 2: Lesson 1 - Properties of Matter
Unit 2: Lesson 2 - Changes in Matter
Unit 2: Lesson 3 - Classifying Matter
Unit 2: Lesson 4 - The Atom
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Unit 6: Lab: Modeling Day, Night, and Seasons
Unit 6: Lab: Phases of the Moon
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Unit 6: Lesson 5 - Lunar Phases and Eclipses
Unit 6: Lesson 6 - Tides
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Unit 6: Lesson 8 - The Solar System
Unit 6: Lesson 9 - Careers in Science: Astronomy
Unit 7: Activity: Life Cycle of a Star
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CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. <u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Lesson 1 - What is Science? Unit 1: Lesson 2 - Scientific Knowledge Unit 1: Lesson 3 - Important Figures in Science Unit 1: Lesson 4 - The Role of Science in Society Unit 1: Lesson 5 - Scientific Investigations Unit 1: Lesson 6 - Types of Investigations Unit 1: Lesson 7 - Data in Science Unit 1: Lesson 8 - Scientific Tools and Measurement Unit 1: Lesson 9 - Science Safety Unit 2: Activity: Superhero Element Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 2: Lesson 1 - Properties of Matter Unit 2: Lesson 2 - Changes in Matter Unit 2: Lesson 3 - Classifying Matter Unit 2: Lesson 4 - The Atom Unit 2: Lesson 5 - The Periodic Table of Elements Unit 2: Lesson 6 - Chemical Formulas Unit 2: Lesson 7 - Chemical Reactions Unit 2: Lesson 8 - Chemical Equations Unit 2: Lesson 9 - Acids and Bases Unit 3: Activity: STEM Career Research Project Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 3: Lesson 1 - Introduction to Force Unit 3: Lesson 2 - Newton's First Law of Motion: Inertia Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction Unit 3: Lesson 5 - Spotlight on a Scientist: Isaac Newton Unit 3: Lesson 6 - Types of Energy and Energy Transformations Unit 3: Lesson 7 - Machines and Work Unit 3: Lesson 8 - Newton's Laws and Roller Coasters Unit 4: Activity: The Water Cycle Unit 4: Lab: Cohesion and Adhesion Unit 4: Lab: Earth's Spheres Unit 4: Lab: Plate Boundaries and Movements Unit 4: Lesson 1 - Introduction to the Earth Unit 4: Lesson 2 - Hydrosphere Unit 4: Lesson 3 - Structure of Water Unit 4: Lesson 4 - The Unique Properties of Water Unit 4: Lesson 5 - Geosphere Unit 4: Lesson 6 - Plate Tectonics Theory Unit 4: Lesson 7 - Plate Boundaries and Earth's Land Features Unit 4: Lesson 8 - Careers in Science: Geologist Unit 4: Lesson 9 - Biosphere and Atmosphere Unit 5: Activity: Climate Change Unit 5: Activity: High and Low Pressure Unit 5: Activity: Weather Symbols Map Unit 5: Lab: Current Density and Salinity

Unit 5: Lab: The Sun's Effect on Earth's Surface
Unit 5: Lesson 1 - Weather and Wind
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Unit 6: Lesson 6 - Tides
Unit 6: Lesson 7 - Gravity in Space
Unit 6: Lesson 8 - The Solar System
Unit 6: Lesson 9 - Careers in Science: Astronomy
Unit 7: Activity: Life Cycle of a Star
Unit 7: Activity: Origin of the Universe
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Unit 7: Lesson 2 - Stars
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STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY WHST.6-8.1(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.

8th Grade Science (3rd Edition)

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 Unit 1: Lesson 2 - Scientific Knowledge
 Unit 1: Lesson 5 - Scientific Investigations
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 2: Lab: Acids and Bases
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 Unit 2: Lab: Law of Conservation of Mass
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 Unit 3: Lab: Newton's First Law of Motion: Inertia
 Unit 3: Lab: Speed and Collisions
 Unit 4: Lab: Cohesion and Adhesion
 Unit 5: Activity: Climate Change
 Unit 5: Lab: Current Density and Salinity
 Unit 5: Lab: The Sun's Effect on Earth's Surface
 Unit 6: Lab: Life on Planets
 Unit 7: Activity: Origin of the Universe
 Unit 9: Lab: Humans and Pollution
 Unit 9: Lab: Nutrients and Algae Growth
 Unit 10: Lab: Cell Behavior

BENCHMARK / PROFICIENCY	WHST.6- 8.1(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. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Lab: Cohesion and Adhesion Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 7: Activity: Origin of the Universe Unit 9: Lab: Humans and Pollution Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior

BENCHMARK / PROFICIENCY	WHST.6- 8.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Lab: Cohesion and Adhesion Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 7: Activity: Origin of the Universe Unit 9: Lab: Humans and Pollution Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior

BENCHMARK / PROFICIENCY	WHST.6- 8.1(d)	Establish and maintain a formal style. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Lab: Cohesion and Adhesion Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 7: Activity: Origin of the Universe Unit 9: Lab: Humans and Pollution Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior
BENCHMARK / PROFICIENCY	WHST.6- 8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Activity: The Water Cycle Unit 4: Lab: Cohesion and Adhesion Unit 4: Lab: Earth's Spheres Unit 4: Lab: Plate Boundaries and Movements Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 6: Lab: Modeling Day, Night, and Seasons Unit 6: Lab: Phases of the Moon Unit 7: Activity: Origin of the Universe Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 8: Lab: Food Webs and Chains Unit 9: Lab: Ecological Observations Unit 9: Lab: Humans and Pollution Unit 9: Lab: Impact of Scale, Proportion, and Quantity on an Aquatic Ecosystem Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

BENCHMARK / PROFICIENCY WHST.6-8.2(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.

8th Grade Science (3rd Edition)

Unit 1: Activity: Claim-Evidence-Reasoning
Unit 1: Activity: Scientist Presentation
Unit 1: Lab: Experimental Investigation
Unit 1: Lab: Hypothesis Study
Unit 1: Lesson 2 - Scientific Knowledge
Unit 1: Lesson 5 - Scientific Investigations
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 2: Lab: Acids and Bases
Unit 2: Lab: Density
Unit 2: Lab: Forming a Precipitate
Unit 2: Lab: Law of Conservation of Mass
Unit 3: Lab: Balanced and Unbalanced Forces
Unit 3: Lab: Calculating Average Speed
Unit 3: Lab: Marble Mountain Climb
Unit 3: Lab: Marble Roller Coaster
Unit 3: Lab: Newton's First Law of Motion: Inertia
Unit 3: Lab: Speed and Collisions
Unit 4: Lab: Cohesion and Adhesion
Unit 5: Activity: Climate Change
Unit 5: Lab: Current Density and Salinity
Unit 5: Lab: The Sun's Effect on Earth's Surface
Unit 6: Lab: Life on Planets
Unit 7: Activity: Origin of the Universe
Unit 8: Activity: Keystone Species Research Project
Unit 9: Lab: Humans and Pollution
Unit 9: Lab: Nutrients and Algae Growth
Unit 10: Activity: Create a Family Tree
Unit 10: Lab: Cell Behavior

BENCHMARK / PROFICIENCY	WHST.6- 8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Lab: Cohesion and Adhesion Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 7: Activity: Origin of the Universe Unit 9: Lab: Humans and Pollution Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior
BENCHMARK / PROFICIENCY	WHST.6- 8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Lesson 1 - What is Science? Unit 1: Lesson 2 - Scientific Knowledge Unit 1: Lesson 3 - Important Figures in Science Unit 1: Lesson 4 - The Role of Science in Society Unit 1: Lesson 5 - Scientific Investigations Unit 1: Lesson 6 - Types of Investigations Unit 1: Lesson 7 - Data in Science Unit 1: Lesson 8 - Scientific Tools and Measurement Unit 1: Lesson 9 - Science Safety Unit 1: Quiz 3 Unit 2: Activity: Superhero Element Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 2: Lesson 1 - Properties of Matter Unit 2: Lesson 2 - Changes in Matter Unit 2: Lesson 3 - Classifying Matter Unit 2: Lesson 4 - The Atom Unit 2: Lesson 5 - The Periodic Table of Elements Unit 2: Lesson 6 - Chemical Formulas Unit 2: Lesson 7 - Chemical Reactions Unit 2: Lesson 8 - Chemical Equations Unit 2: Lesson 9 - Acids and Bases Unit 2: Quiz 2 Unit 3: Activity: STEM Career Research Project Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions

Unit 3: Lesson 1 - Introduction to Force
Unit 3: Lesson 2 - Newton's First Law of Motion: Inertia
Unit 3: Lesson 3 - Newton's Second Law of Motion: Force, Mass, and Acceleration
Unit 3: Lesson 4 - Newton's Third Law of Motion: Action and Reaction
Unit 3: Lesson 5 - Spotlight on a Scientist: Isaac Newton
Unit 3: Lesson 6 - Types of Energy and Energy Transformations
Unit 3: Lesson 7 - Machines and Work
Unit 3: Lesson 8 - Newton's Laws and Roller Coasters
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Unit 4: Lab: Plate Boundaries and Movements
Unit 4: Lesson 1 - Introduction to the Earth
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Unit 4: Lesson 5 - Geosphere
Unit 4: Lesson 6 - Plate Tectonics Theory
Unit 4: Lesson 7 - Plate Boundaries and Earth's Land Features
Unit 4: Lesson 8 - Careers in Science: Geologist
Unit 4: Lesson 9 - Biosphere and Atmosphere
Unit 5: Activity: Climate Change
Unit 5: Activity: High and Low Pressure
Unit 5: Activity: Weather Symbols Map
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Unit 5: Lab: The Sun's Effect on Earth's Surface
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Unit 5: Lesson 3 - Atmospheric Movement
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Unit 5: Lesson 5 - Local Weather
Unit 5: Lesson 6 - Meteorology and Maps
Unit 5: Lesson 7 - Hurricanes, Tropical Cyclones, and Typhoons
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Unit 6: Activity: Sun-Moon-Earth Systems
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Unit 6: Lab: Modeling Day, Night, and Seasons
Unit 6: Lab: Phases of the Moon
Unit 6: Lesson 1 - Earth
Unit 6: Lesson 2 - Sun
Unit 6: Lesson 3 - Moon
Unit 6: Lesson 4 - Day, Night, and Seasons
Unit 6: Lesson 5 - Lunar Phases and Eclipses
Unit 6: Lesson 6 - Tides
Unit 6: Lesson 7 - Gravity in Space
Unit 6: Lesson 8 - The Solar System
Unit 6: Lesson 9 - Careers in Science: Astronomy
Unit 7: Activity: Life Cycle of a Star
Unit 7: Activity: Origin of the Universe
Unit 7: Activity: Space Exploration Cost-Benefit Analysis
Unit 7: Activity: Types of Galaxies
Unit 7: Lesson 1 - Galaxies
Unit 7: Lesson 2 - Stars
Unit 7: Lesson 3 - Star Life Cycles
Unit 7: Lesson 4 - Electromagnetic Spectrum and Waves
Unit 7: Lesson 5 - The Origin of the Universe
Unit 7: Lesson 6 - History of Space Travel
Unit 7: Lesson 7 - Accommodations for Traveling in Space
Unit 7: Lesson 8 - NASA
Unit 8: Activity: Biome Brochure
Unit 8: Activity: Carbon Cycle Diagram
Unit 8: Activity: Keystone Species Research Project
Unit 8: Lab: Energy and Matter Conservation in Ecosystems
Unit 8: Lab: Food Webs and Chains
Unit 8: Lesson 1 - Introduction to Ecosystems
Unit 8: Lesson 2 - Biomes

Unit 8: Lesson 3 - Ecosystem Relationships
Unit 8: Lesson 4 - Energy Flow
Unit 8: Lesson 5 - Ecosystem Stability
Unit 8: Lesson 6 - Cycles in Ecosystems
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Unit 9: Lesson 1 - Watersheds
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Unit 10: Lesson 6 - Genetic Basics
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BENCHMARK / PROFICIENCY	WHST.6- 8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>8th Grade Science (3rd Edition)</u> Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Activity: The Water Cycle Unit 4: Lab: Cohesion and Adhesion Unit 4: Lab: Earth's Spheres Unit 4: Lab: Plate Boundaries and Movements Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 6: Lab: Modeling Day, Night, and Seasons Unit 6: Lab: Phases of the Moon Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 8: Lab: Food Webs and Chains Unit 9: Lab: Ecological Observations Unit 9: Lab: Humans and Pollution Unit 9: Lab: Impact of Scale, Proportion, and Quantity on an Aquatic Ecosystem Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior		

**STRAND /
TOPIC**

**AR.WHST Writing Standards for Literacy in Science and Technical Subjects
.6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6- 8.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.6-8.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Quiz 1 Unit 2: Lab: Acids and Bases Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 3: Lab: Balanced and Unbalanced Forces Unit 3: Lab: Calculating Average Speed Unit 3: Lab: Marble Mountain Climb Unit 3: Lab: Marble Roller Coaster Unit 3: Lab: Newton's First Law of Motion: Inertia Unit 3: Lab: Speed and Collisions Unit 4: Lab: Cohesion and Adhesion Unit 5: Activity: Climate Change Unit 5: Lab: Current Density and Salinity Unit 5: Lab: The Sun's Effect on Earth's Surface Unit 6: Lab: Life on Planets Unit 7: Activity: Origin of the Universe Unit 9: Lab: Humans and Pollution Unit 9: Lab: Nutrients and Algae Growth Unit 10: Lab: Cell Behavior

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Claim-Evidence-Reasoning Unit 1: Activity: Scientist Presentation Unit 1: Lab: Experimental Investigation Unit 1: Lab: Hypothesis Study Unit 1: Lesson 1 - What is Science? Unit 1: Lesson 2 - Scientific Knowledge Unit 1: Lesson 3 - Important Figures in Science Unit 1: Lesson 4 - The Role of Science in Society Unit 1: Lesson 5 - Scientific Investigations Unit 1: Lesson 6 - Types of Investigations Unit 1: Lesson 7 - Data in Science Unit 1: Lesson 8 - Scientific Tools and Measurement Unit 1: Lesson 9 - Science Safety Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Activity: Superhero Element Unit 2: Lab: Acids and Bases Unit 2: Lab: Atoms and Molecules Unit 2: Lab: Density Unit 2: Lab: Forming a Precipitate Unit 2: Lab: Law of Conservation of Mass Unit 2: Lesson 1 - Properties of Matter Unit 2: Lesson 2 - Changes in Matter Unit 2: Lesson 3 - Classifying Matter Unit 2: Lesson 4 - The Atom

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Unit 2: Quiz 3
Unit 3: Activity: STEM Career Research Project
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Unit 10: Lesson 7 - Types of Reproduction

Unit 10: Lesson 8 - Changes and Traits

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

PERFORMANCE
EXPECTATION

WHST.6-
8.6.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

8th Grade Science (3rd Edition)

Unit 1: Activity: Scientist Presentation

Unit 3: Activity: STEM Career Research Project

Unit 5: Activity: Climate Change

Unit 7: Activity: Origin of the Universe

Unit 7: Activity: Space Exploration Cost-Benefit Analysis

Unit 7: Activity: Types of Galaxies

Unit 8: Activity: Biome Brochure

Unit 8: Activity: Keystone Species Research Project

Unit 8: Lab: Energy and Matter Conservation in Ecosystems

Unit 9: Activity: Evaluating Engineering Projects

Unit 10: Activity: Create a Family Tree

STRAND /
TOPIC

**AR.WHST Writing Standards for Literacy in Science and Technical Subjects
.6-8.**

CONTENT
STANDARD

Research to Build and Present Knowledge

PERFORMANCE
EXPECTATION

WHST.6-
8.7.

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.

8th Grade Science (3rd Edition)

Unit 1: Activity: Scientist Presentation

Unit 3: Activity: STEM Career Research Project

Unit 5: Activity: Climate Change

Unit 7: Activity: Origin of the Universe

Unit 7: Activity: Space Exploration Cost-Benefit Analysis

Unit 7: Activity: Types of Galaxies

Unit 8: Activity: Biome Brochure

Unit 8: Activity: Keystone Species Research Project

Unit 8: Lab: Energy and Matter Conservation in Ecosystems

Unit 9: Activity: Evaluating Engineering Projects

PERFORMANCE
EXPECTATION

WHST.6-
8.8.

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.

8th Grade Science (3rd Edition)

Unit 1: Activity: Scientist Presentation

Unit 3: Activity: STEM Career Research Project

Unit 5: Activity: Climate Change

Unit 7: Activity: Origin of the Universe

Unit 7: Activity: Space Exploration Cost-Benefit Analysis

Unit 7: Activity: Types of Galaxies

Unit 8: Activity: Biome Brochure

Unit 8: Activity: Keystone Species Research Project

Unit 8: Lab: Energy and Matter Conservation in Ecosystems

Unit 9: Activity: Evaluating Engineering Projects

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Scientist Presentation Unit 3: Activity: STEM Career Research Project Unit 5: Activity: Climate Change Unit 7: Activity: Origin of the Universe Unit 7: Activity: Space Exploration Cost-Benefit Analysis Unit 7: Activity: Types of Galaxies Unit 8: Activity: Biome Brochure Unit 8: Activity: Keystone Species Research Project Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 9: Activity: Evaluating Engineering Projects

**STRAND /
TOPIC**

**AR.WHST Writing Standards for Literacy in Science and Technical Subjects
.6-8.**

CONTENT STANDARD		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	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. <u>8th Grade Science (3rd Edition)</u> Unit 1: Activity: Scientist Presentation Unit 3: Activity: STEM Career Research Project Unit 5: Activity: Climate Change Unit 7: Activity: Origin of the Universe Unit 7: Activity: Space Exploration Cost-Benefit Analysis Unit 7: Activity: Types of Galaxies Unit 8: Activity: Biome Brochure Unit 8: Activity: Keystone Species Research Project Unit 8: Lab: Energy and Matter Conservation in Ecosystems Unit 9: Activity: Evaluating Engineering Projects Unit 10: Activity: Create a Family Tree

Main Criteria: Arkansas Standards
Secondary Criteria: 6th Grade World Cultures
Subject: Social Studies
Grade: 6
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 6 - Adopted: 2014

STRAND / TOPIC **AR.SS.C. Civics/Government: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	C.1.6.	Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.
PERFORMANCE EXPECTATION		Structure and Function

BENCHMARK / PROFICIENCY C.1.6.1. Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta) (D2.Civ.3.6-8).

6th Grade World Cultures

Unit 2: Lesson 1 - Ancient Greece

Unit 2: Lesson 8 - The United Kingdom

Unit 2: Quiz 3

BENCHMARK / PROFICIENCY C.1.6.2. Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations (D2.Civ.5.6-8).

6th Grade World Cultures

Unit 2: Lesson 1 - Ancient Greece

BENCHMARK / PROFICIENCY C.1.6.3. Compare structure of government and functions of civilizations in different times and places (e.g., patriarchal, tribe, city-state, nation) (D2.Civ.6, 14.6-8).

6th Grade World Cultures

Unit 2: Lesson 1 - Ancient Greece

BENCHMARK / PROFICIENCY C.1.6.4. Compare power, rules, and responsibilities of civil societies in different times and places (D2.Civ.1, 6, 12, 14.6-8).

6th Grade World Cultures

Unit 2: Lesson 1 - Ancient Greece

Unit 2: Quiz 1

STRAND / TOPIC **AR.SS.C. Civics/Government: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	C.2.6.	Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
PERFORMANCE EXPECTATION		Citizenship

BENCHMARK / PROFICIENCY C.2.6.1. Compare ways in which various civilizations foster social responsibility and civic virtues (D2.Civ.1, 2, 7.6-8).

6th Grade World Cultures

Unit 2: Lesson 1 - Ancient Greece

Unit 2: Quiz 1

BENCHMARK / PROFICIENCY	C.2.6.3.	Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E. (D2.Civ.1.6-8). <u>6th Grade World Cultures</u> Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

BENCHMARK / PROFICIENCY	C.2.6.4.	Examine civic virtues that guide government, society, and communities over time (D2.Civ.8.3-5). <u>6th Grade World Cultures</u> Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

STRAND / TOPIC **AR.SS.C. Civics/Government: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	C.3.6.	Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.
PERFORMANCE EXPECTATION		Processes, Rules, and Laws

BENCHMARK / PROFICIENCY	C.3.6.1.	Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code) (D2.Civ.3, 12.6-8). <u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers Unit 7: Quiz 1

BENCHMARK / PROFICIENCY	C.3.6.2.	Analyze ways rules and laws change society and reasons why people change rules and laws over time (D2.Civ.12.3-5). <u>6th Grade World Cultures</u> Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

BENCHMARK / PROFICIENCY	C.3.6.3.	Explain the development of policies to address public problems in various civilizations over time (D2.Civ.10, 12.6-8). <u>6th Grade World Cultures</u> Unit 2: Lesson 1 - Ancient Greece

STRAND / TOPIC **AR.SS.E. Economics: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	E.5.6.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
PERFORMANCE EXPECTATION		Production and Consumption

BENCHMARK / PROFICIENCY	E.5.6.2.	Analyze ways human, natural, and capital resources were organized to produce and deliver goods and services in early civilizations to 1500 C.E. (e.g., caravans, public works projects, Silk Road, trade routes) (D2.Eco.3.6-8). <u>6th Grade World Cultures</u> Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs Unit 7: Lesson 8 - China, the Oldest Continuous Civilization Unit 7: Quiz 3

STRAND / TOPIC **AR.SS.E. Economics: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	E.5.6.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
PERFORMANCE EXPECTATION		Markets

BENCHMARK / PROFICIENCY E.5.6.3. Compare effects of supply and demand on early markets (D2.Eco.4.6-8).

6th Grade World Cultures

Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs

STRAND / TOPIC **AR.SS.E. Economics: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	E.6.6.	Growth and Stability - Students will evaluate economic growth and stability.
PERFORMANCE EXPECTATION		Money

BENCHMARK / PROFICIENCY E.6.6.1. Analyze the development of currency as a medium of exchange (D2.Eco.5.6-8).

6th Grade World Cultures

Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs

STRAND / TOPIC **AR.SS.E. Economics: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	E.6.6.	Growth and Stability - Students will evaluate economic growth and stability.
PERFORMANCE EXPECTATION		Economic Factors

BENCHMARK / PROFICIENCY E.6.6.5. Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors (D2.Eco.11.6-8).

6th Grade World Cultures

Unit 2: Lesson 1 - Ancient Greece

STRAND / TOPIC **AR.SS.E. Economics: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	E.7.6.	Global Economy - Students will analyze economic interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Interdependence

BENCHMARK / PROFICIENCY E.7.6.1. Identify barriers to trade and ways those barriers influence trade among civilizations (D2.Eco.14.6-8).

6th Grade World Cultures

Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs

BENCHMARK / PROFICIENCY	E.7.6.2.	Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and societies (e.g., prestige, wealth, conflict, competition, alliances) (D2.Eco.15.6-8).
<u>6th Grade World Cultures</u> Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs		

STRAND / TOPIC **AR.SS.G. Geography: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	G.8.6.	Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.
PERFORMANCE EXPECTATION		Spatial Views of the World

BENCHMARK / PROFICIENCY	G.8.6.1.	Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations (D2.Geo1, 2.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1		

BENCHMARK / PROFICIENCY	G.8.6.2.	Explain relationships between physical and human characteristics in various places using a variety of geographic representations (D2.Geo.2.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1		

BENCHMARK / PROFICIENCY	G.8.6.3.	Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions (D2.Geo3.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1		

STRAND / TOPIC **AR.SS.G. Geography: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	G.9.6.	Human-Environment Interaction - Students will analyze the interaction between humans and the environment.
PERFORMANCE EXPECTATION		Place, Region, and Culture

BENCHMARK / PROFICIENCY	G.9.6.1.	Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E. (D2.Geo.6.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1		

BENCHMARK / PROFICIENCY	G.9.6.2.	Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E. (D2.Geo.6.6-8). <u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

BENCHMARK / PROFICIENCY	G.9.6.3.	Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment in various civilizations up to 1500 C.E. (D2.Geo.4.6-8). <u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

STRAND / TOPIC **AR.SS.G. Geography: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	G.10.6.	Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.
PERFORMANCE EXPECTATION		Resources and Movement

BENCHMARK / PROFICIENCY	G.10.6.1.	Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E. (D2.Geo.8.6-8). <u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

BENCHMARK / PROFICIENCY	G.10.6.2.	Analyze effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information (e.g., push- pull-factors) (D2.Geo.7.6-8). <u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 9 - Israel and Its Neighbors Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1

STRAND / TOPIC **AR.SS.G. Geography: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	G.11.6.	Global Interconnections - Students will compare global places and regions and the connections between them.
PERFORMANCE EXPECTATION		Changing Spatial Patterns

BENCHMARK / PROFICIENCY	G.11.6.2.	Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war) (D2.Geo.12.3-5).
<u>6th Grade World Cultures</u> Unit 2: Lesson 1 - Ancient Greece Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Quiz 1		

STRAND / TOPIC **AR.SS.H. History: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 1: Beginnings of Human Civilization to 4000 B.C.E.

BENCHMARK / PROFICIENCY	H.13.6.1.	Compare hunter-gatherer and agrarian societies (e.g., tools, shelter, diet, use of fire, cave paintings, artifacts, clothing, rituals, daily life, gender roles) (D2.His.1, 2, 3.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers		

BENCHMARK / PROFICIENCY	H.13.6.2.	Construct arguments about lasting achievements of early civilizations using multiple sources (D2.His.3, 10, 16.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers		

STRAND / TOPIC **AR.SS.H. History: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 2: Early Civilizations 4000-1000 B.C.E.

BENCHMARK / PROFICIENCY	H.13.6.3.	Analyze early river valley civilizations to determine similarities and differences, using a variety of sources (e.g., artifacts, Epic of Gilgamesh, hieroglyphics, oracle bones) (D2.His.1, 2, 3, 13.6-8; D3.1.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Quiz 2		

BENCHMARK / PROFICIENCY	H.13.6.4.	Construct arguments about characteristics necessary for a civilization using multiple sources (e.g., writing systems, government, religion, specialization of labor, technology, economic systems, education) (D2.His.2, 3, 16.6-8).
<u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Lesson 7 - China: The Mandate of Heaven Unit 1: Lesson 9 - Israel and Its Neighbors Unit 1: Quiz 2		

STRAND / TOPIC **AR.SS.H. History: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 2: Early Civilizations 4000-1000 B.C.E.
BENCHMARK / PROFICIENCY	H.13.6.5.	Compare characteristics, contributions, and achievements of early river valley civilizations (D2.His.1, 2, 3.6-8):
DESCRIPTOR	H.13.6.5. a.	Mesopotamia <u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers Unit 1: Quiz 2
DESCRIPTOR	H.13.6.5. b.	Egypt <u>6th Grade World Cultures</u> Unit 1: Lesson 5 - The River in the Sand Unit 1: Quiz 2
DESCRIPTOR	H.13.6.5. c.	Indus River Valley <u>6th Grade World Cultures</u> Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Quiz 2
DESCRIPTOR	H.13.6.5. d.	China <u>6th Grade World Cultures</u> Unit 1: Lesson 7 - China: The Mandate of Heaven Unit 1: Quiz 2

STRAND / TOPIC **AR.SS.H. History: Era 1-Beginnings to Era 5-1500 C.E.**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 2: Early Civilizations 4000-1000 B.C.E.
BENCHMARK / PROFICIENCY	H.13.6.6.	Identify social and cultural effects of militarization and the emergence of new kingdoms on early civilizations (e.g., chariot transport, warfare, invaders) (D2.His.1, 2, 3, 14, 15.6-8). <u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Lesson 7 - China: The Mandate of Heaven Unit 1: Quiz 2

STRAND / TOPIC **AR.SS.H. History: Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.

PERFORMANCE EXPECTATION		Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E
BENCHMARK / PROFICIENCY	H.13.6.7.	Compare reasons for the rise and decline of major empires and civilizations using a variety of sources (D2.His.1, 2, 3, 15.6-8)

DESCRIPTOR	H.13.6.7.a	Greece <u>6th Grade World Cultures</u> Unit 2: Lesson 1 - Ancient Greece Unit 2: Quiz 1
DESCRIPTOR	H.13.6.7.c.	China <u>6th Grade World Cultures</u> Unit 1: Lesson 7 - China: The Mandate of Heaven Unit 1: Quiz 2
DESCRIPTOR	H.13.6.7.d.	Rome <u>6th Grade World Cultures</u> Unit 2: Lesson 2 - Legacy of the Roman Empire
DESCRIPTOR	H.13.6.7.e.	Olmec <u>6th Grade World Cultures</u> Unit 4: Lesson 1 - Create a Calendar (Activity) Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs

STRAND / TOPIC **AR.SS.H. History: Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E

BENCHMARK / PROFICIENCY	H.13.6.8.	Analyze the significance of contributions made by major empires and civilizations of the world (e.g., concept of zero, crossbow, architecture, government, calendar) (D2.His.3.6-8) <u>6th Grade World Cultures</u> Unit 1: Lesson 10 - Countries of the Persian Gulf Unit 1: Lesson 4 - The Land Between the Rivers Unit 1: Lesson 5 - The River in the Sand Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Lesson 7 - China: The Mandate of Heaven Unit 1: Lesson 8 - Three Religions, One Birthplace Unit 1: Lesson 9 - Israel and Its Neighbors Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Ancient Greece Unit 2: Lesson 2 - Legacy of the Roman Empire Unit 2: Seven Wonders of the Ancient World (Activity)

BENCHMARK / PROFICIENCY	H.13.6.9.	Examine causes and effects of conflict within and among the major empires (e.g., Persian War, Punic Wars, Greek city-states) (D2.His.14.6-8)
		<u>6th Grade World Cultures</u> Unit 1: Lesson 4 - The Land Between the Rivers Unit 7: Lesson 1 - The Ancient Land of Turkey Unit 7: Quiz 1
STRAND / TOPIC	AR.SS.H. History: Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E	
CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E
BENCHMARK / PROFICIENCY	H.13.6.10.	Examine key concepts and influences of major belief systems on societies (D2.His.1, 3, 4, 5.6-8)
DESCRIPTOR	H.13.6.10. a.	Buddhism <u>6th Grade World Cultures</u> Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Quiz 2 Unit 7: Lesson 6 - Culture of India Unit 7: Quiz 2 Unit 8: Lesson 9 - Indonesia
DESCRIPTOR	H.13.6.10. b.	Christianity <u>6th Grade World Cultures</u> Unit 1: Lesson 8 - Three Religions, One Birthplace Unit 1: Quiz 3 Unit 2: Lesson 2 - Legacy of the Roman Empire
DESCRIPTOR	H.13.6.10. c.	Confucianism <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars
DESCRIPTOR	H.13.6.10. d.	Hinduism <u>6th Grade World Cultures</u> Unit 1: Lesson 6 - India: Advanced Ancient Cultures Unit 1: Quiz 2 Unit 7: Lesson 6 - Culture of India Unit 7: Quiz 2 Unit 8: Lesson 9 - Indonesia
DESCRIPTOR	H.13.6.10. e.	Judaism <u>6th Grade World Cultures</u> Unit 1: Lesson 8 - Three Religions, One Birthplace Unit 1: Quiz 3
STRAND / TOPIC	AR.SS.H. History: Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E	

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E
BENCHMARK / PROFICIENCY	H.13.6.1 1.	Analyze the rise and contributions of major empires and civilizations of the world using a variety of sources (e.g., decimal, art, literature, Code of Justinian, Li Bo, Al Bakir) (D2.His.3, 4.6-8)

DESCRIPTOR H.13.6.11. Byzantine Empire
b.

6th Grade World Cultures
Unit 2: Lesson 2 - Legacy of the Roman Empire
Unit 2: Quiz 1
Unit 7: Lesson 1 - The Ancient Land of Turkey
Unit 7: Quiz 1

DESCRIPTOR H.13.6.11 Muslim empires
.c.

6th Grade World Cultures
Unit 1: Lesson 8 - Three Religions, One Birthplace
Unit 1: Lesson 9 - Israel and Its Neighbors
Unit 1: Quiz 3

DESCRIPTOR H.13.6.11 Tang China
.d.

6th Grade World Cultures
Unit 7: Lesson 8 - China, the Oldest Continuous Civilization
Unit 7: Lesson 9 - Culture of the Middle Kingdom
Unit 7: Quiz 3

DESCRIPTOR H.13.6.11 Maya
.e.

6th Grade World Cultures
Unit 4: Lesson 1 - Create a Calendar (Activity)
Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs
Unit 4: Lesson 2 - A Long Struggle for Independence
Unit 4: Quiz 3

STRAND / TOPIC **AR.SS.H. History: Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E

BENCHMARK / PROFICIENCY H.13.6.12. Examine causes and effects of conflict within and among the major empires and civilizations (D2.His.14.6-8)

6th Grade World Cultures
Unit 1: Lesson 4 - The Land Between the Rivers
Unit 2: Lesson 1 - Ancient Greece
Unit 7: Lesson 1 - The Ancient Land of Turkey
Unit 7: Quiz 1

BENCHMARK / PROFICIENCY	H.13.6.13	Evaluate how the fall of the Roman Empire affected Europe (e.g., Norse invasions, rise of the power of the Roman Catholic Church, Frankish Kingdoms, Charlemagne) (D2.His.15.6-8)
		<u>6th Grade World Cultures</u> Unit 2: Lesson 2 - Legacy of the Roman Empire Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 5 - France Unit 2: Quiz 1 Unit 7: Lesson 1 - The Ancient Land of Turkey Unit 7: Quiz 1

STRAND / TOPIC **AR.SS.H. History: Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E**

CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E
BENCHMARK / PROFICIENCY	H.13.6.14.	Examine key concepts and influences of major belief systems on societies (D2.His.1, 3, 4, 5.6-8)

DESCRIPTOR	H.13.6.14. a.	Buddhism <u>6th Grade World Cultures</u> Unit 7: Lesson 6 - Culture of India Unit 7: Quiz 2 Unit 8: Lesson 2 - Japanese Culture Unit 8: Lesson 9 - Indonesia

DESCRIPTOR	H.13.6.14. b.	Christianity <u>6th Grade World Cultures</u> Unit 1: Lesson 8 - Three Religions, One Birthplace Unit 1: Quiz 3 Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars

DESCRIPTOR	H.13.6.14. .c.	Confucianism <u>6th Grade World Cultures</u> Unit 7: Lesson 8 - China, the Oldest Continuous Civilization Unit 7: Lesson 9 - Culture of the Middle Kingdom Unit 7: Quiz 3

DESCRIPTOR	H.13.6.14. .d.	Hinduism <u>6th Grade World Cultures</u> Unit 7: Lesson 6 - Culture of India Unit 7: Quiz 2 Unit 8: Lesson 9 - Indonesia

DESCRIPTOR	H.13.6.14. .e.	Judaism <u>6th Grade World Cultures</u> Unit 1: Lesson 8 - Three Religions, One Birthplace Unit 1: Quiz 3

DESCRIPTOR	H.13.6.14 .f.	Islam <u>6th Grade World Cultures</u> Unit 1: Lesson 8 - Three Religions, One Birthplace Unit 1: Lesson 9 - Israel and Its Neighbors Unit 1: Quiz 3 Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 7: Lesson 6 - Culture of India Unit 7: Quiz 2 Unit 8: Lesson 9 - Indonesia Unit 9: Lesson 2 - Sudan and South Sudan
STRAND / TOPIC	AR.SS.H. History: Era 1- Beginnings to Era 5- 1500 C.E	
CONTENT STANDARD	H.13.6.	World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		Era 5: Global Interactions 1000 C.E.- 1500 C.E.
BENCHMARK / PROFICIENCY	H.13.6.15.	Analyze the global influence and impact of the achievements and perspectives of various individuals (e.g., Gutenberg, Joan of Arc, Niccolo Machiavelli, Saladin, Sundiata Keita, Mansa Musa, Genghis Khan)(D2.His.4.6-8) <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 5 - France Unit 2: Quiz 2 Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 8 - Mongolia Unit 6: Quiz 3 Unit 7: Lesson 8 - China, the Oldest Continuous Civilization Unit 7: Quiz 3
BENCHMARK / PROFICIENCY	H.13.6.16 .	Examine effects of invaders from various regions on societies (e.g., disease, famine, cultural assimilation, Mongols, Vikings, Crusade, Maya, Aztecs) (D2.His.15.6-8) <u>6th Grade World Cultures</u> Unit 4: Lesson 1 - Create a Calendar (Activity) Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs Unit 4: Lesson 2 - A Long Struggle for Independence Unit 4: Quiz 3 Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 8 - Mongolia Unit 6: Quiz 3 Unit 7: Lesson 8 - China, the Oldest Continuous Civilization Unit 7: Quiz 3
BENCHMARK / PROFICIENCY	H.13.6.17 .	Analyze long-term effects of technological innovations on civilizations (e.g., Zheng He's war ships, printing press, Maya calendar, Great Zimbabwe) (D2.His.1.6-8) <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 7: Lesson 8 - China, the Oldest Continuous Civilization Unit 7: Quiz 3

BENCHMARK / PROFICIENCY	H.13.6.18	Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives (e.g., empire building, Humanism, isolationism, education) (D2.His.2.6-8)
		<u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Quiz 1
BENCHMARK / PROFICIENCY	H.13.6.19	Analyze effects of cultural interactions and connections among societies over time (e.g., art, literature, religion, architecture, music, science, technology) (D2.His.1.6-8)
		<u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Quiz 1
BENCHMARK / PROFICIENCY	H.13.6.20	Examine advantages and disadvantages of a growing interdependent world (e.g., Hundred Years' War, Crusades, Black Death, cultural diffusion, exploration, education, trade, tributes) (D2.His.15.6-8)
		<u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 5 - France Unit 2: Quiz 1 Unit 2: Quiz 2

Grade: 6 - Adopted: 2010

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. <u>6th Grade World Cultures</u> Unit 1: Lesson 3 - How Do We Know What Really Happened? Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
PERFORMANCE EXPECTATION	RH.6-8.2.	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. <u>6th Grade World Cultures</u> Unit 1: Lesson 3 - How Do We Know What Really Happened? Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
PERFORMANCE EXPECTATION	RH.6-8.3.	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). <u>6th Grade World Cultures</u> Unit 7: Lesson 6 - Population Growth (Activity) Unit 8: Lesson 3 - North and South Korea's Economic Gap (Activity)

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <u>6th Grade World Cultures</u> Unit 1: Lesson 1 - Understanding World Cultures

Unit 1: Lesson 10 - Countries of the Persian Gulf
Unit 1: Lesson 2 - Maps to Success
Unit 1: Lesson 3 - How Do We Know What Really Happened?
Unit 1: Lesson 4 - The Land Between the Rivers
Unit 1: Lesson 5 - The River in the Sand
Unit 1: Lesson 6 - India: Advanced Ancient Cultures
Unit 1: Lesson 7 - China: The Mandate of Heaven
Unit 1: Lesson 8 - Three Religions, One Birthplace
Unit 1: Lesson 9 - Israel and Its Neighbors
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Ancient Greece
Unit 2: Lesson 2 - Legacy of the Roman Empire
Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars
Unit 2: Lesson 4 - Spain
Unit 2: Lesson 5 - France
Unit 2: Lesson 6 - Germany
Unit 2: Lesson 7 - The Balkans-Bulgaria
Unit 2: Lesson 8 - The United Kingdom
Unit 2: Lesson 9 - Sweden
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 2: Seven Wonders of the Ancient World (Activity)
Unit 3: Lesson 1 - From Sea to Shining Sea
Unit 3: Lesson 2 - Where Do Americans Come From?
Unit 3: Lesson 3 - The Changing Face of America
Unit 3: Lesson 4 - Birth of a New Republic
Unit 3: Lesson 5 - Duties and Responsibilities of Patriots
Unit 3: Lesson 6 - Living in America
Unit 3: Lesson 7 - Too Much Geography?
Unit 3: Lesson 8 - A Colorful History and a Bright Future
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Create a Calendar (Activity)
Unit 4: Lesson 1 - Mexico-Land of the Mayas and Aztecs
Unit 4: Lesson 2 - A Long Struggle for Independence
Unit 4: Lesson 3 - Mexican Economy and Culture
Unit 4: Lesson 4 - Cuba
Unit 4: Lesson 5 - The Dominican Republic
Unit 4: Lesson 6 - Guatemala
Unit 4: Lesson 7 - Honduras
Unit 4: Lesson 8 - Panama
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Geography and Early History of South America
Unit 5: Lesson 2 - Colombia
Unit 5: Lesson 3 - Venezuela
Unit 5: Lesson 4 - Brazil
Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity)
Unit 5: Lesson 5 - Peru
Unit 5: Lesson 6 - Ecuador
Unit 5: Lesson 7 - Chile
Unit 5: Lesson 8 - Argentina
Unit 5: Lesson 9 - Paraguay
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Largest Country
Unit 6: Lesson 2 - Mongols, Czars, and Communists
Unit 6: Lesson 3 - Russia's Rich Cultural Heritage
Unit 6: Lesson 4 - Ukraine
Unit 6: Lesson 5 - Poland
Unit 6: Lesson 6 - Finland
Unit 6: Lesson 7 - Kazakhstan
Unit 6: Lesson 8 - Mongolia

Unit 6: Lesson 9 - Afghanistan
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - The Ancient Land of Turkey
Unit 7: Lesson 2 - The Turkish People
Unit 7: Lesson 3 - Pakistan
Unit 7: Lesson 4 - Industrious India
Unit 7: Lesson 5 - History of India
Unit 7: Lesson 6 - Culture of India
Unit 7: Lesson 6 - Population Growth (Activity)
Unit 7: Lesson 7 - China-Land of the Dragon
Unit 7: Lesson 8 - China, the Oldest Continuous Civilization
Unit 7: Lesson 9 - County Brochure (Activity)
Unit 7: Lesson 9 - Culture of the Middle Kingdom
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Japanese Geography and History
Unit 8: Lesson 2 - Japanese Culture
Unit 8: Lesson 3 - North and South Korea's Economic Gap (Activity)
Unit 8: Lesson 3 - The Koreas
Unit 8: Lesson 4 - Myanmar
Unit 8: Lesson 5 - Vietnam
Unit 8: Lesson 6 - Cambodia
Unit 8: Lesson 7 - Philippines
Unit 8: Lesson 8 - Malaysia
Unit 8: Lesson 9 - East Asia Geography Review (Activity)
Unit 8: Lesson 9 - Indonesia
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Algeria
Unit 9: Lesson 2 - Sudan and South Sudan
Unit 9: Lesson 2 - The Jonglei Canal (Activity)
Unit 9: Lesson 3 - Kenya
Unit 9: Lesson 4 - Africa's Physical Features
Unit 9: Lesson 4 - Democratic Republic of the Congo
Unit 9: Lesson 5 - Ghana
Unit 9: Lesson 6 - Nigeria
Unit 9: Lesson 7 - Zimbabwe
Unit 9: Lesson 8 - South Africa
Unit 9: Lesson 9 - Africa Geography Review (Activity)
Unit 9: Lesson 9 - Madagascar
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
Unit 10: Lesson 2 - Australia's Geography and History
Unit 10: Lesson 3 - Australian Culture
Unit 10: Lesson 4 - Papua New Guinea and Melanesia
Unit 10: Lesson 5 - New Zealand and Polynesia
Unit 10: Lesson 6 - Micronesia
Unit 10: Lesson 6 - Oceania Geographic Review (Activity)
Unit 10: Lesson 7 - The Arctic and Greenland
Unit 10: Lesson 8 - Antarctica
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PERFORMANCE RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
E
EXPECTATION

6th Grade World Cultures

Unit 1: Bailey's Route (Activity)
Unit 1: Introduction to Country Database Project
Unit 1: Lesson 1 - Understanding World Cultures
Unit 1: Lesson 10 - Countries of the Persian Gulf
Unit 1: Lesson 2 - Maps to Success

Unit 1: Lesson 3 - Activity - Using Latitude and Longitude
Unit 1: Lesson 3 - How Do We Know What Really Happened?
Unit 1: Lesson 4 - The Land Between the Rivers
Unit 1: Lesson 5 - The River in the Sand
Unit 1: Lesson 6 - India: Advanced Ancient Cultures
Unit 1: Lesson 7 - China: The Mandate of Heaven
Unit 1: Lesson 8 - Three Religions, One Birthplace
Unit 1: Lesson 9 - Israel and Its Neighbors
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Ancient Greece
Unit 2: Lesson 2 - Legacy of the Roman Empire
Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars
Unit 2: Lesson 4 - Spain
Unit 2: Lesson 5 - France
Unit 2: Lesson 6 - Germany
Unit 2: Lesson 7 - Creating a Map (Activity)
Unit 2: Lesson 7 - The Balkans-Bulgaria
Unit 2: Lesson 8 - The United Kingdom
Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity)
Unit 2: Lesson 9 - Sweden
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 2: Seven Wonders of the Ancient World (Activity)
Unit 3: Lesson 1 - Activity- The Mississippi River
Unit 3: Lesson 1 - From Sea to Shining Sea
Unit 3: Lesson 2 - Where Do Americans Come From?
Unit 3: Lesson 3 - The Changing Face of America
Unit 3: Lesson 4 - Birth of a New Republic
Unit 3: Lesson 5 - Duties and Responsibilities of Patriots
Unit 3: Lesson 6 - Culture Brochure (Activity)
Unit 3: Lesson 6 - Living in America
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Unit 4: Lesson 2: Map of Mexico (Activity)
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Unit 4: Lesson 6 - Guatemala
Unit 4: Lesson 7 - Honduras
Unit 4: Lesson 8 - Map Skills (Activity)
Unit 4: Lesson 8 - Panama
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Geography and Early History of South America
Unit 5: Lesson 1 - South American Political Borders (Activity)
Unit 5: Lesson 2 - Colombia
Unit 5: Lesson 3 - Venezuela
Unit 5: Lesson 4 - Brazil
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Unit 5: Lesson 5 - Peru
Unit 5: Lesson 6 - Ecuador
Unit 5: Lesson 7 - Chile
Unit 5: Lesson 8 - Argentina
Unit 5: Lesson 9 - Paraguay
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Arctic Circle (Activity)

Unit 6: Lesson 1 - The Largest Country
Unit 6: Lesson 2 - Countries Created Out of the Soviet Union (Activity)
Unit 6: Lesson 2 - Mongols, Czars, and Communists
Unit 6: Lesson 3 - Russia's Rich Cultural Heritage
Unit 6: Lesson 4 - Ukraine
Unit 6: Lesson 5 - Poland
Unit 6: Lesson 6 - Finland
Unit 6: Lesson 7 - Kazakhstan
Unit 6: Lesson 8 - Mongolia
Unit 6: Lesson 9 - Afghanistan
Unit 6: Lesson 9 - Eurasia Map Review (Activity)
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - The Ancient Land of Turkey
Unit 7: Lesson 2 - The Turkish People
Unit 7: Lesson 3 - Pakistan
Unit 7: Lesson 4 - Industrious India
Unit 7: Lesson 5 - History of India
Unit 7: Lesson 6 - Culture of India
Unit 7: Lesson 6 - Population Growth (Activity)
Unit 7: Lesson 7 - China-Land of the Dragon
Unit 7: Lesson 8 - China, the Oldest Continuous Civilization
Unit 7: Lesson 9 - County Brochure (Activity)
Unit 7: Lesson 9 - Culture of the Middle Kingdom
Unit 7: Quiz 1
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Unit 8: Lesson 1 - Japanese Geography and History
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Unit 8: Lesson 3 - North and South Korea's Economic Gap (Activity)
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Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
Unit 10: Lesson 2 - Australia's Geography and History
Unit 10: Lesson 3 - Australian Culture
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Unit 10: Lesson 6 - Micronesia
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Unit 10: Lesson 8 - Antarctica
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Unit 10: Quiz 2

PERFORMANCE EXPECTATION	RH.6-8.6. 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).

6th Grade World Cultures

Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6th Grade World Cultures

Unit 2: Lesson 7 - Creating a Map (Activity)

Unit 6: Lesson 1 - The Largest Country

Unit 7: Lesson 6 - Population Growth (Activity)

Unit 7: Lesson 9 - County Brochure (Activity)

Unit 8: Lesson 3 - North and South Korea's Economic Gap (Activity)

Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

PERFORMANCE EXPECTATION	RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

6th Grade World Cultures

Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

PERFORMANCE EXPECTATION	RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

6th Grade World Cultures

Unit 1: Lesson 3 - How Do We Know What Really Happened?

Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

STRAND / TOPIC **AR.RH.6- Reading Standards for Literacy in History/Social Studies 8.**

CONTENT STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

6th Grade World Cultures

Unit 1: Bailey's Route (Activity)

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Unit 1: Lesson 3 - How Do We Know What Really Happened?

Unit 1: Lesson 4 - The Land Between the Rivers

Unit 1: Lesson 5 - The River in the Sand

Unit 1: Lesson 6 - India: Advanced Ancient Cultures

Unit 1: Lesson 7 - China: The Mandate of Heaven

Unit 1: Lesson 8 - Three Religions, One Birthplace

Unit 1: Lesson 9 - Israel and Its Neighbors

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Ancient Greece

Unit 2: Lesson 2 - Legacy of the Roman Empire

Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars
Unit 2: Lesson 4 - Spain
Unit 2: Lesson 5 - France
Unit 2: Lesson 6 - Germany
Unit 2: Lesson 7 - Creating a Map (Activity)
Unit 2: Lesson 7 - The Balkans-Bulgaria
Unit 2: Lesson 8 - The United Kingdom
Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity)
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Unit 2: Quiz 2
Unit 2: Quiz 3
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Unit 4: Quiz 3
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Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Arctic Circle (Activity)
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Unit 6: Lesson 2 - Countries Created Out of the Soviet Union (Activity)
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Unit 6: Lesson 3 - Russia's Rich Cultural Heritage
Unit 6: Lesson 4 - Ukraine
Unit 6: Lesson 5 - Poland
Unit 6: Lesson 6 - Finland
Unit 6: Lesson 7 - Kazakhstan
Unit 6: Lesson 8 - Mongolia
Unit 6: Lesson 9 - Afghanistan
Unit 6: Lesson 9 - Eurasia Map Review (Activity)
Unit 6: Quiz 1
Unit 6: Quiz 2

Unit 6: Quiz 3
 Unit 7: Lesson 1 - The Ancient Land of Turkey
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 Unit 7: Lesson 3 - Pakistan
 Unit 7: Lesson 4 - Industrious India
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 Unit 7: Lesson 9 - County Brochure (Activity)
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 Unit 7: Quiz 1
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 Unit 7: Quiz 3
 Unit 8: Lesson 1 - Japanese Geography and History
 Unit 8: Lesson 2 - Japanese Culture
 Unit 8: Lesson 3 - North and South Korea's Economic Gap (Activity)
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 Unit 8: Lesson 4 - Myanmar
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 Unit 8: Lesson 6 - Cambodia
 Unit 8: Lesson 7 - Philippines
 Unit 8: Lesson 8 - Malaysia
 Unit 8: Lesson 9 - East Asia Geography Review (Activity)
 Unit 8: Lesson 9 - Indonesia
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 Unit 8: Quiz 3
 Unit 9: Lesson 1 - Algeria
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 Unit 9: Lesson 4 - Democratic Republic of the Congo
 Unit 9: Lesson 5 - Ghana
 Unit 9: Lesson 6 - Nigeria
 Unit 9: Lesson 7 - Zimbabwe
 Unit 9: Lesson 8 - South Africa
 Unit 9: Lesson 9 - Africa Geography Review (Activity)
 Unit 9: Lesson 9 - Madagascar
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
 Unit 10: Lesson 2 - Australia's Geography and History
 Unit 10: Lesson 3 - Australian Culture
 Unit 10: Lesson 4 - Papua New Guinea and Melanesia
 Unit 10: Lesson 5 - New Zealand and Polynesia
 Unit 10: Lesson 6 - Micronesia
 Unit 10: Lesson 6 - Oceania Geographic Review (Activity)
 Unit 10: Lesson 7 - The Arctic and Greenland
 Unit 10: Lesson 8 - Antarctica
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.1.	Write arguments focused on discipline-specific content.

BENCHMARK / PROFICIENCY	WHST.6- 8.1(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. <u>6th Grade World Cultures</u> Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
BENCHMARK / PROFICIENCY	WHST.6- 8.1(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. <u>6th Grade World Cultures</u> Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
BENCHMARK / PROFICIENCY	WHST.6- 8.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
BENCHMARK / PROFICIENCY	WHST.6- 8.1(d)	Establish and maintain a formal style. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

BENCHMARK / PROFICIENCY	WHST.6- 8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
STRAND / TOPIC	AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.	
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6 -8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
BENCHMARK / PROFICIENCY	WHST.6- 8.2(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. <u>6th Grade World Cultures</u> Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
BENCHMARK / PROFICIENCY	WHST.6- 8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

BENCHMARK / PROFICIENCY	WHST.6- 8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
BENCHMARK / PROFICIENCY	WHST.6- 8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
BENCHMARK / PROFICIENCY	WHST.6- 8.2(e)	Establish and maintain a formal style and objective tone. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

BENCHMARK / PROFICIENCY	WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

6th Grade World Cultures

Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars
Unit 2: Lesson 7 - The Balkans-Bulgaria
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Unit 6: Lesson 2 - Mongols, Czars, and Communists
Unit 6: Lesson 7 - Kazakhstan
Unit 9: Lesson 2 - The Jonglei Canal (Activity)
Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.**

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.3.	(See note; not applicable as a separate requirement)

BENCHMARK / PROFICIENCY	WHST.6-8.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

6th Grade World Cultures

Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars
Unit 2: Lesson 7 - The Balkans-Bulgaria
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Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.**

CONTENT STANDARD		Production and Distribution of Writing

PERFORMANCE E EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
PERFORMANCE E EXPECTATION	WHST.6-8.5.	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. <u>6th Grade World Cultures</u> Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
PERFORMANCE E EXPECTATION	WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. <u>6th Grade World Cultures</u> Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.**

CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE E EXPECTATION	WHST.6-8.7.	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. <u>6th Grade World Cultures</u> Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 7: Lesson 9 - County Brochure (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)
PERFORMANCE E EXPECTATION	WHST.6-8.8.	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. <u>6th Grade World Cultures</u> Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 7: Lesson 9 - County Brochure (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>6th Grade World Cultures</u> Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

STRAND / TOPIC **AR.WHST Writing Standards for Literacy in History/Social Studies .6-8.**

CONTENT STANDARD		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10.	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. <u>6th Grade World Cultures</u> Unit 2: Lesson 3 - Europe From the Middle Ages to the World Wars Unit 2: Lesson 7 - The Balkans-Bulgaria Unit 2: Lesson 9 - Map of Europe with GDP Per Capita (Activity) Unit 3: Lesson 2 - Where Do Americans Come From? Unit 3: Lesson 5 - Duties and Responsibilities of Patriots Unit 3: Lesson 8 - A Colorful History and a Bright Future Unit 5: Lesson 5 - Arrival of the Conquistadors (Activity) Unit 5: Lesson 5 - Peru Unit 5: Lesson 6 - Ecuador Unit 6: Lesson 1 - The Arctic Circle (Activity) Unit 6: Lesson 2 - Mongols, Czars, and Communists Unit 6: Lesson 7 - Kazakhstan Unit 9: Lesson 2 - The Jonglei Canal (Activity) Unit 10: Lesson 1: Research Project - (To be completed by the end of this Unit)

Main Criteria: Arkansas Standards
Secondary Criteria: 6th Grade ELA
Subject: Language Arts
Grade: 6
Correlation Options: Show Correlated

Arkansas Standards
Language Arts
Grade: 6 - Adopted: 2023

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / 6.RC.1.R Provide an objective summary of a text.
PROFICIENCY F.

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Quiz 1
Unit 5: Quiz 1

BENCHMARK / 6.RC.2.R Determine how a central idea and/or theme of a text is conveyed through supporting details.
PROFICIENCY F.

6th Grade ELA

Unit 1: Lesson 1 - Read With Fluency and Comprehension
Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension
Unit 1: Lesson 4 - Determine an Author's Purpose
Unit 1: Lesson 5 - Identify Genres of Literature
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"
Unit 2: Lesson 4 - Compare Forms of "The Real Princess"
Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin"
Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"
Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn"
Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence"
Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature
Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment"
Unit 3: Lesson 3 - Analyze the Myth "How Perseus Conquered the Sea"
Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent"
Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)
Unit 3: Lesson 7 - Write Dialogue and Descriptions
Unit 3: Lesson 8 - Write an Imaginative Story
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Poetry Writing
Unit 4: Lesson 1 - Identify Structures in Poetry
Unit 4: Lesson 2 - Analyze Sound Devices in Poetry

Unit 4: Lesson 3 - Analyze Figurative Language in Poetry

Unit 4: Lesson 4 - Examine Styles of Poetry

Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement

Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly

Unit 4: Lesson 7 - Identify Elements of Drama

Unit 4: Lesson 8 - Compare a Drama Script and Film

Unit 4: Quiz 1

Unit 5: Activity: Student-Led Discussion

Unit 5: Activity: Visualize the Details and Draw a Scene

Unit 5: Lesson 1 - Make Predictions, Chapter 1

Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3

Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5

Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8

Unit 5: Lesson 5 - Analyze Details and Foreshadowing, Chapters 9–11

Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14

Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16

Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18

Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue

Unit 5: Quiz 1

Unit 6: Informational Book Report

Unit 6: Lesson 1 - Analyze Informational Text

Unit 6: Lesson 2 - Make Inferences About Informational Text

Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text

Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases

Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text

Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses

Unit 7: Lesson 1 - Plan for Writing a Research Paper

Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources

Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information

Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs

Unit 7: Lesson 5 - Write Notecards and Quotations

Unit 7: Lesson 6 - Organize Notecards and Create an Outline

Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis

Unit 7: RESEARCH REPORT: Revise and Edit Time

Unit 8 : Lesson 1 - Use Persuasion

Unit 8 : Lesson 2 - Identify Logical Fallacies

Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech

Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences

Unit 8 : Lesson 5 - Analyze an Essay With an Anecdote

Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations

Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)

Unit 9: Activity: Analyze an Advertisement & Web Page

Unit 9: Lesson 1 - Identify Multimedia Elements

Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills

Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly

Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words

Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly

Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project

Unit 10: Activity: Discussion Questions

Unit 10: Activity: Write a Memoir

Unit 10: Lesson 1 - Identifying Listening Skills and Purposes

Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure

Unit 10: Lesson 3 - Composing a Personal or Friendly Letter

Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter

Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography

Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars

Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs

Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs

Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	6.RC.3.R F.	Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Quiz 1
Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"
Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence"
Unit 2: Quiz 2
Unit 4: Lesson 4 -Examine Styles of Poetry
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8
Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18
Unit 6: Lesson 2 - Make Inferences About Informational Text
Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography

BENCHMARK / PROFICIENCY	6.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

6th Grade ELA

Unit 1: Lesson 1 - Read With Fluency and Comprehension
Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension
Unit 1: Lesson 4 - Determine an Author's Purpose
Unit 1: Lesson 5 - Identify Genres of Literature
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"
Unit 2: Lesson 4 - Compare Forms of "The Real Princess"
Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin"
Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"
Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn"
Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence"
Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature
Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment"
Unit 3: Lesson 3 - Analyze the Myth "How Perseus Conquered the Sea"
Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent"
Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)
Unit 3: Lesson 7 - Write Dialogue and Descriptions
Unit 3: Lesson 8 - Write an Imaginative Story
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Poetry Writing
Unit 4: Lesson 1 - Identify Structures in Poetry
Unit 4: Lesson 2 - Analyze Sound Devices in Poetry
Unit 4: Lesson 3 - Analyze Figurative Language in Poetry
Unit 4: Lesson 4 -Examine Styles of Poetry
Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement
Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 4: Lesson 8 - Compare a Drama Script and Film
Unit 4: Quiz 1
Unit 5: Activity: Student-Led Discussion
Unit 5: Activity: Visualize the Details and Draw a Scene

Unit 5: Lesson 1 - Make Predictions, Chapter 1
 Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3
 Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5
 Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8
 Unit 5: Lesson 5 - Analyze Details and Foreshadowing, Chapters 9–11
 Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
 Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16
 Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18
 Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
 Unit 5: Quiz 1
 Unit 6: Informational Book Report
 Unit 6: Lesson 1 - Analyze Informational Text
 Unit 6: Lesson 2 - Make Inferences About Informational Text
 Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text
 Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases
 Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text
 Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses
 Unit 7: Lesson 1 - Plan for Writing a Research Paper
 Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources
 Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information
 Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
 Unit 7: Lesson 5 - Write Notecards and Quotations
 Unit 7: Lesson 6 - Organize Notecards and Create an Outline
 Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
 Unit 7: RESEARCH REPORT: Revise and Edit Time
 Unit 8 : Lesson 1 - Use Persuasion
 Unit 8 : Lesson 2 - Identify Logical Fallacies
 Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
 Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
 Unit 8 : Lesson 5 - Analyze an Essay With an Anecdote
 Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
 Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
 Unit 9: Activity: Analyze an Advertisement & Web Page
 Unit 9: Lesson 1 - Identify Multimedia Elements
 Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
 Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly
 Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
 Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly
 Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
 Unit 10: Activity: Discussion Questions
 Unit 10: Activity: Write a Memoir
 Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
 Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
 Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
 Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter
 Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography
 Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
 Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs
 Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
 Unit 10: Quiz 2

**STRAND /
TOPIC**

Grade 6 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	6.RC.5.R L.	Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution. <u>6th Grade ELA</u> Unit 1: Lesson 4 - Determine an Author's Purpose Unit 1: Lesson 5 - Identify Genres of Literature Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper" Unit 2: Lesson 4 - Compare Forms of "The Real Princess" Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin" Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women" Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn" Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence" Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature Unit 3: Lesson 3 - Analyze the Myth "How Perseus Conquered the Sea" Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent" Unit 4: Lesson 4 -Examine Styles of Poetry Unit 4: Lesson 7 - Identify Elements of Drama Unit 4: Lesson 8 - Compare a Drama Script and Film Unit 4: Quiz 3 Unit 5: Activity: Character Analysis Essay - Revise and Edit Unit 5: Activity: Student-Led Discussion Unit 5: Activity: Visualize the Details and Draw a Scene Unit 5: Lesson 1 - Make Predictions, Chapter 1 Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5 Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8 Unit 5: Lesson 5 - Analyze Details and Foreshadowing, Chapters 9–11 Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14 Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16 Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18 Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text
BENCHMARK / PROFICIENCY	6.RC.6.R L.	Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme. <u>6th Grade ELA</u> Unit 1: Lesson 5 - Identify Genres of Literature Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper" Unit 2: Lesson 4 - Compare Forms of "The Real Princess" Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin" Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women" Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn" Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment" Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent" Unit 3: Quiz 1 Unit 4: Lesson 1 - Identify Structures in Poetry Unit 4: Lesson 4 -Examine Styles of Poetry Unit 4: Lesson 7 - Identify Elements of Drama Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5 Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14 Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue Unit 5: Quiz 3 Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text

BENCHMARK / PROFICIENCY	6.RC.7.R L.	Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text. 6th Grade ELA Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper" Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin" Unit 2: Quiz 1 Unit 4: Lesson 1 - Identify Structures in Poetry Unit 4: Lesson 3 - Analyze Figurative Language in Poetry Unit 4: Lesson 7 - Identify Elements of Drama Unit 4: Quiz 1 Unit 4: Quiz 3 Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3 Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14

STRAND / TOPIC

Grade 6 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	6.RC.8.R L.	Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is:

DESCRIPTOR

Imagined when reading a text.

6th Grade ELA

Unit 2: Lesson 4 - Compare Forms of "The Real Princess"

Unit 4: Lesson 8 - Compare a Drama Script and Film

DESCRIPTOR

Observed when listening and/or watching.

6th Grade ELA

Unit 2: Lesson 4 - Compare Forms of "The Real Princess"

Unit 4: Lesson 8 - Compare a Drama Script and Film

STRAND / TOPIC

Grade 6 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY

6.RC.9.R L.

Examine two texts of varying structures or genres that have similar themes and/or topics.

6th Grade ELA

Unit 4: Lesson 4 -Examine Styles of Poetry

Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16

BENCHMARK / PROFICIENCY	6.RC.10. RL.	Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.

6th Grade ELA

Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment"
Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent"
Unit 3: Quiz 1
Unit 4: Lesson 1 - Identify Structures in Poetry
Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text

STRAND / TOPIC

Grade 6 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.

6th Grade ELA

Unit 1: Lesson 1 - Read With Fluency and Comprehension
Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 4 - Determine an Author's Purpose
Unit 1: Lesson 5 - Identify Genres of Literature
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Quiz 2
Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"
Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn"
Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature
Unit 3: Lesson 3 - Analyze the Myth "How Perseus Conquered the Sea"
Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent"
Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)
Unit 3: Lesson 7 - Write Dialogue and Descriptions
Unit 3: Lesson 8 - Write an Imaginative Story
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 4: Activity: Poetry Writing
Unit 4: Lesson 1 - Identify Structures in Poetry
Unit 4: Lesson 3 - Analyze Figurative Language in Poetry
Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement
Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 4: Lesson 8 - Compare a Drama Script and Film
Unit 5: Activity: Visualize the Details and Draw a Scene
Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3
Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16
Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18
Unit 5: Quiz 1
Unit 6: Informational Book Report
Unit 6: Lesson 1 - Analyze Informational Text
Unit 6: Lesson 2 - Make Inferences About Informational Text
Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text
Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases

Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text
Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses
Unit 7: Lesson 1 - Plan for Writing a Research Paper
Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources
Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information
Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
Unit 7: Lesson 5 - Write Notecards and Quotations
Unit 7: Lesson 6 - Organize Notecards and Create an Outline
Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 1 - Use Persuasion
Unit 8 : Lesson 2 - Identify Logical Fallacies
Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
Unit 8 : Lesson 5 - Analyze an Essay With an Anecdote
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Activity: Analyze an Advertisement & Web Page
Unit 9: Lesson 1 - Identify Multimedia Elements
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly
Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 10: Activity: Discussion Questions
Unit 10: Activity: Write a Memoir
Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography
Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs
Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	6.RC.12. RI.	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.

6th Grade ELA

Unit 6: Informational Book Report
Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text
Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations

BENCHMARK / PROFICIENCY	6.RC.13. RI.	Determine how an author's purpose, point of view, and/or perspective is conveyed in a text.

6th Grade ELA

Unit 1: Lesson 4 - Determine an Author's Purpose
Unit 1: Lesson 5 - Identify Genres of Literature
Unit 1: Quiz 2
Unit 6: Informational Book Report
Unit 6: Lesson 1 - Analyze Informational Text
Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text
Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
Unit 8 : Lesson 1 - Use Persuasion

BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio). <u>6th Grade ELA</u> Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots Unit 3: Activity: Imaginative Story - First Draft Unit 3: Activity: Imaginative Story - Plot Diagram Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature Unit 4: Lesson 3 - Analyze Figurative Language in Poetry Unit 4: Lesson 4 -Examine Styles of Poetry Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs Unit 7: Quiz 2 Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations Unit 9: Activity: Analyze an Advertisement & Web Page Unit 9: Lesson 1 - Identify Multimedia Elements Unit 9: Lesson 2 - Analyze Elements in Media Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly Unit 9: Quiz 1 Unit 10: Lesson 1 - Identifying Listening Skills and Purposes Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography

BENCHMARK / PROFICIENCY	6.RC.15. RI.	Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not. <u>6th Grade ELA</u> Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech

BENCHMARK / PROFICIENCY	6.RC.16. RI.	Compare and contrast two authors' presentations of an event. <u>6th Grade ELA</u> Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text Unit 10: Activity: Discussion Questions Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	6.W.1.S.	Write an argument, using clear reasons and supporting evidence.

DESCRIPTOR	Introduce claims. <u>6th Grade ELA</u> Unit 8 : Lesson 1 - Use Persuasion Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 8 : Quiz 1 Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project

DESCRIPTOR	Support claims with credible sources. 6th Grade ELA Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information Unit 7: Lesson 5 - Write Notecards and Quotations Unit 8 : Lesson 1 - Use Persuasion Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 8 : Quiz 1 Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 9: Present your Multimedia Presentation

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	6.W.2.S.	Write to inform about a topic.

DESCRIPTOR

Organize ideas, concepts, and information.

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Quiz 3
Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph
Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"
Unit 2: Lesson 4 - Compare Forms of "The Real Princess"
Unit 3: Activity: Imaginative Story - Brainstorming
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 4: Lesson 8 - Compare a Drama Script and Film
Unit 5: Activity: Character Analysis Essay - Revise and Edit
Unit 5: Activity: Character Analysis Essay - Rough Draft
Unit 5: Lesson 1 - Make Predictions, Chapter 1
Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
Unit 5: Quiz 2
Unit 6: Informational Book Report
Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
Unit 7: Lesson 1 - Plan for Writing a Research Paper
Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources
Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
Unit 7: Lesson 6 - Organize Notecards and Create an Outline
Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
Unit 7: Lesson 8 - Write an Introduction and a Conclusion
Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
Unit 7: RESEARCH REPORT: Research Plan and Sources
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 2 - Identify Logical Fallacies
Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
Unit 9: Activity: Analyze an Advertisement & Web Page
Unit 9: Activity: Watch a Speech using a Multimedia Presentation
Unit 9: Lesson 2 - Analyze Elements in Media
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 4 - Evaluating a Video of a Speech
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 9: Present your Multimedia Presentation
Unit 10: Activity: Discussion Questions
Unit 10: Activity: Write a Memoir
Unit 10: Activity: Write your Opinion Business Letter
Unit 10: Activity: Writing a Personal Letter
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

DESCRIPTOR

Use relevant facts, definitions, concrete details, and quotations.

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Quiz 3
Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph
Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"
Unit 2: Lesson 4 - Compare Forms of "The Real Princess"
Unit 3: Activity: Imaginative Story - Brainstorming
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 4: Lesson 8 - Compare a Drama Script and Film
Unit 5: Activity: Character Analysis Essay - Revise and Edit
Unit 5: Activity: Character Analysis Essay - Rough Draft
Unit 5: Lesson 1 - Make Predictions, Chapter 1
Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
Unit 5: Quiz 2
Unit 6: Informational Book Report
Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
Unit 7: Lesson 1 - Plan for Writing a Research Paper
Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources
Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
Unit 7: Lesson 5 - Write Notecards and Quotations
Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
Unit 7: Lesson 8 - Write an Introduction and a Conclusion
Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
Unit 7: Quiz 2
Unit 7: RESEARCH REPORT: Research Plan and Sources
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 2 - Identify Logical Fallacies
Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Activity: Analyze an Advertisement & Web Page
Unit 9: Activity: Watch a Speech using a Multimedia Presentation
Unit 9: Lesson 2 - Analyze Elements in Media
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 4 - Evaluating a Video of a Speech
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 9: Present your Multimedia Presentation
Unit 10: Activity: Discussion Questions
Unit 10: Activity: Write a Memoir
Unit 10: Activity: Write your Opinion Business Letter
Unit 10: Activity: Writing a Personal Letter
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	6.W.3.S.	Write to express real or imagined experiences and/or events.

DESCRIPTOR	Use relevant descriptive details. 6th Grade ELA Unit 1: Lesson 2 - Improve Reading Comprehension Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph Unit 1: Quiz 3 Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper" Unit 2: Lesson 4 - Compare Forms of "The Real Princess" Unit 3: Activity: Imaginative Story - Brainstorming Unit 3: Activity: Imaginative Story - Dialogue Unit 3: Activity: Imaginative Story - First Draft Unit 3: Activity: Imaginative Story - Plot Diagram Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1) Unit 3: Lesson 9 - Revise, Edit, and Publish a Story Unit 4: Activity: Poetry Writing Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly Unit 4: Lesson 7 - Identify Elements of Drama Unit 4: Lesson 8 - Compare a Drama Script and Film Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 9: Activity: Watch a Speech using a Multimedia Presentation Unit 9: Lesson 4 - Evaluating a Video of a Speech Unit 10: Activity: Discussion Questions Unit 10: Activity: Product Comparison on a Venn Diagram Unit 10: Activity: Write a Memoir Unit 10: Activity: Write your Opinion Business Letter Unit 10: Activity: Writing a Personal Letter Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure Unit 10: Lesson 3 - Composing a Personal or Friendly Letter Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs

DESCRIPTOR	Organize well-structured event sequences. 6th Grade ELA Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph Unit 1: Quiz 3 Unit 3: Activity: Imaginative Story - Dialogue Unit 3: Activity: Imaginative Story - First Draft Unit 3: Lesson 6 - Plan an Imaginative Story (Part 2) Unit 3: Lesson 9 - Revise, Edit, and Publish a Story Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure

DESCRIPTOR

Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension

Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension

Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph

Unit 1: Quiz 3

Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review

Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme

Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"

Unit 2: Lesson 4 - Compare Forms of "The Real Princess"

Unit 3: Activity: Imaginative Story - Brainstorming

Unit 3: Activity: Imaginative Story - Dialogue

Unit 3: Activity: Imaginative Story - First Draft

Unit 3: Activity: Imaginative Story - Plot Diagram

Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)

Unit 3: Lesson 6 - Plan an Imaginative Story (Part 2)

Unit 3: Lesson 7 - Write Dialogue and Descriptions

Unit 3: Lesson 8 - Write an Imaginative Story

Unit 3: Lesson 9 - Revise, Edit, and Publish a Story

Unit 3: Quiz 2

Unit 4: Activity: Poetry Writing

Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement

Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly

Unit 4: Lesson 7 - Identify Elements of Drama

Unit 4: Lesson 8 - Compare a Drama Script and Film

Unit 7: Lesson 1 - Plan for Writing a Research Paper

Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote

Unit 9: Activity: Watch a Speech using a Multimedia Presentation

Unit 9: Lesson 4 - Evaluating a Video of a Speech

Unit 10: Activity: Discussion Questions

Unit 10: Activity: Product Comparison on a Venn Diagram

Unit 10: Activity: Write a Memoir

Unit 10: Activity: Write your Opinion Business Letter

Unit 10: Activity: Writing a Personal Letter

Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure

Unit 10: Lesson 3 - Composing a Personal or Friendly Letter

Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter

Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography

Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars

Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs

**STRAND /
TOPIC****Grade 6 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

6th Grade ELA

Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension
Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph
Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review
Unit 3: Activity: Imaginative Story - Dialogue
Unit 3: Activity: Imaginative Story - First Draft
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 4: Activity: Poetry Writing
Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement
Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
Unit 5: Activity: Character Analysis Essay - Revise and Edit
Unit 5: Activity: Character Analysis Essay - Rough Draft
Unit 6: Informational Book Report
Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
Unit 7: Lesson 8 - Write an Introduction and a Conclusion
Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
Unit 7: RESEARCH REPORT: Research Plan and Sources
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
Unit 10: Activity: Discussion Questions
Unit 10: Activity: Write a Memoir
Unit 10: Activity: Write your Opinion Business Letter
Unit 10: Activity: Writing a Personal Letter
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs

BENCHMARK / PROFICIENCY	6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate. <u>6th Grade ELA</u> - Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension - Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence - Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay - Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph - Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay - Unit 1: Quiz 3 - Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph - Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review - Unit 3: Activity: Imaginative Story - Dialogue - Unit 3: Activity: Imaginative Story - First Draft - Unit 3: Lesson 9 - Revise, Edit, and Publish a Story - Unit 5: Activity: Character Analysis Essay - Revise and Edit - Unit 5: Activity: Character Analysis Essay - Rough Draft - Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14 - Unit 5: Quiz 2 - Unit 6: Informational Book Report - Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report - Unit 7: Lesson 1 - Plan for Writing a Research Paper - Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs - Unit 7: Lesson 6 - Organize Notecards and Create an Outline - Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis - Unit 7: Lesson 8 - Write an Introduction and a Conclusion - Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report - Unit 7: Quiz 3 - Unit 7: RESEARCH REPORT: Research Plan and Sources - Unit 7: RESEARCH REPORT: Revise and Edit Time - Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech - Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote - Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion - Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) - Unit 10: Activity: Discussion Questions - Unit 10: Activity: Write a Memoir - Unit 10: Activity: Write your Opinion Business Letter - Unit 10: Activity: Writing a Personal Letter - Unit 10: Lesson 3 - Composing a Personal or Friendly Letter - Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
BENCHMARK / PROFICIENCY	6.W.6.P. Use a variety of sentence types (i.e., simple, compound, complex, compound-complex). <u>6th Grade ELA</u> - Unit 3: Activity: Imaginative Story - Brainstorming - Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly - Unit 4: Quiz 2 - Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report - Unit 6: Quiz 3 - Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences - Unit 8 : Quiz 2

BENCHMARK / PROFICIENCY	6.W.7.P.	Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas. 6th Grade ELA Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay Unit 1: Quiz 3 Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review Unit 3: Activity: Imaginative Story - Dialogue Unit 3: Activity: Imaginative Story - First Draft Unit 3: Lesson 9 - Revise, Edit, and Publish a Story Unit 5: Activity: Character Analysis Essay - Revise and Edit Unit 5: Activity: Character Analysis Essay - Rough Draft Unit 6: Informational Book Report Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs Unit 7: Lesson 6 - Organize Notecards and Create an Outline Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis Unit 7: Lesson 8 - Write an Introduction and a Conclusion Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report Unit 7: RESEARCH REPORT: Research Plan and Sources Unit 7: RESEARCH REPORT: Revise and Edit Time Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 10: Activity: Discussion Questions Unit 10: Activity: Write a Memoir Unit 10: Activity: Write your Opinion Business Letter Unit 10: Activity: Writing a Personal Letter Unit 10: Lesson 3 - Composing a Personal or Friendly Letter Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 6th Grade ELA Unit 1: Lesson 2 - Improve Reading Comprehension Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay Unit 1: Quiz 3 Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper" Unit 2: Lesson 4 - Compare Forms of "The Real Princess" Unit 3: Activity: Imaginative Story - Brainstorming Unit 3: Activity: Imaginative Story - Dialogue Unit 3: Activity: Imaginative Story - First Draft Unit 3: Activity: Imaginative Story - Plot Diagram Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1) Unit 3: Lesson 8 - Write an Imaginative Story Unit 3: Lesson 9 - Revise, Edit, and Publish a Story Unit 4: Activity: Poetry Writing Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly Unit 4: Lesson 7 - Identify Elements of Drama Unit 4: Lesson 8 - Compare a Drama Script and Film Unit 5: Activity: Character Analysis Essay - Revise and Edit

Unit 5: Activity: Character Analysis Essay - Rough Draft
 Unit 5: Lesson 1 - Make Predictions, Chapter 1
 Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
 Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
 Unit 5: Quiz 2
 Unit 6: Informational Book Report
 Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
 Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
 Unit 7: Lesson 1 - Plan for Writing a Research Paper
 Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources
 Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
 Unit 7: Lesson 5 - Write Notecards and Quotations
 Unit 7: Lesson 6 - Organize Notecards and Create an Outline
 Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
 Unit 7: Lesson 8 - Write an Introduction and a Conclusion
 Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
 Unit 7: Quiz 2
 Unit 7: RESEARCH REPORT: Research Plan and Sources
 Unit 7: RESEARCH REPORT: Revise and Edit Time
 Unit 8 : Lesson 1 - Use Persuasion
 Unit 8 : Lesson 2 - Identify Logical Fallacies
 Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
 Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
 Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
 Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
 Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
 Unit 8 : Quiz 1
 Unit 9: Activity: Analyze an Advertisement & Web Page
 Unit 9: Activity: Watch a Speech using a Multimedia Presentation
 Unit 9: Lesson 2 - Analyze Elements in Media
 Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
 Unit 9: Lesson 4 - Evaluating a Video of a Speech
 Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
 Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
 Unit 9: Present your Multimedia Presentation
 Unit 10: Activity: Discussion Questions
 Unit 10: Activity: Write a Memoir
 Unit 10: Activity: Write your Opinion Business Letter
 Unit 10: Activity: Writing a Personal Letter
 Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
 Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
 Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
 Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
 Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
 Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK /
PROFICIENCY

6.W.9.P.

Develop writing stamina during single sessions and over extended periods of time.

6th Grade ELA

Unit 3: Activity: Imaginative Story - First Draft
 Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)
 Unit 3: Lesson 8 - Write an Imaginative Story
 Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
 Unit 5: Activity: Student-Led Discussion
 Unit 7: Lesson 1 - Plan for Writing a Research Paper
 Unit 10: Activity: Write a Memoir
 Unit 10: Activity: Write your Opinion Business Letter
 Unit 10: Activity: Writing a Personal Letter
 Unit 10: Lesson 3 - Composing a Personal or Friendly Letter

BENCHMARK / PROFICIENCY	6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

6th Grade ELA

Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph
Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay
Unit 1: Quiz 3
Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph
Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 5: Activity: Character Analysis Essay - Revise and Edit
Unit 5: Activity: Character Analysis Essay - Rough Draft
Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
Unit 6: Informational Book Report
Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report
Unit 7: Lesson 1 - Plan for Writing a Research Paper
Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 10: Activity: Write a Memoir
Unit 10: Activity: Write your Opinion Business Letter
Unit 10: Activity: Writing a Personal Letter
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography

BENCHMARK / PROFICIENCY	6.W.11.P. Include headings and graphics to clarify information.

6th Grade ELA

Unit 1: Lesson 4 - Determine an Author's Purpose
Unit 3: Activity: Imaginative Story - Dialogue
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 5: Activity: Character Analysis Essay - Rough Draft
Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
Unit 7: Lesson 1 - Plan for Writing a Research Paper
Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Lesson 1 - Identify Multimedia Elements
Unit 10: Activity: Write your Opinion Business Letter
Unit 10: Activity: Writing a Personal Letter
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter
Unit 10: Quiz 1

BENCHMARK / PROFICIENCY	6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
	<u>6th Grade ELA</u> Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay Unit 1: Quiz 3 Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review Unit 3: Lesson 9 - Revise, Edit, and Publish a Story Unit 5: Activity: Character Analysis Essay - Revise and Edit Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report Unit 7: RESEARCH REPORT: Revise and Edit Time Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 10: Activity: Write a Memoir Unit 10: Activity: Write your Opinion Business Letter Unit 10: Activity: Writing a Personal Letter Unit 10: Lesson 3 - Composing a Personal or Friendly Letter

**STRAND /
TOPIC**

Grade 6 English Language Arts Standards

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	6.W.13.R. Conduct research to answer a question.
	<u>6th Grade ELA</u> Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs Unit 7: Lesson 5 - Write Notecards and Quotations Unit 7: Lesson 6 - Organize Notecards and Create an Outline Unit 7: RESEARCH REPORT: Choose a Subject and Brainstorm Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 10: Lesson 3 - Composing a Personal or Friendly Letter

BENCHMARK / PROFICIENCY	6.W.14.R. Assess credible sources.
	<u>6th Grade ELA</u> Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information Unit 7: Quiz 1 Unit 7: RESEARCH REPORT: Research Plan and Sources

BENCHMARK / PROFICIENCY	6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.	<u>6th Grade ELA</u> Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn" Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence" Unit 2: Quiz 3 Unit 5: Activity: Character Analysis Essay - Revise and Edit Unit 5: Activity: Character Analysis Essay - Rough Draft Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14 Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs Unit 7: Lesson 5 - Write Notecards and Quotations Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: RESEARCH REPORT: Research Plan and Sources Unit 7: RESEARCH REPORT: Revise and Edit Time Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 9: Lesson 2 - Analyze Elements in Media Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 9: Present your Multimedia Presentation

BENCHMARK / PROFICIENCY	6.W.16.R. Provide basic and consistent bibliographic information for sources.	<u>6th Grade ELA</u> Unit 7: Lesson 1 - Plan for Writing a Research Paper Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information Unit 7: Lesson 5 - Write Notecards and Quotations Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report Unit 7: Quiz 1 Unit 7: RESEARCH REPORT: Revise and Edit Time Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 9: Present your Multimedia Presentation

**STRAND /
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Grade 6 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately. <u>6th Grade ELA</u> Unit 1: Lesson 1 - Read With Fluency and Comprehension Unit 1: Lesson 2 - Improve Reading Comprehension Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension Unit 1: Lesson 4 - Determine an Author's Purpose Unit 1: Lesson 5 - Identify Genres of Literature Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Writing Activity: Brainstorm, Topic Sentence, & Short Paragraph

Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review

Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict

Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme

Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"

Unit 2: Lesson 4 - Compare Forms of "The Real Princess"

Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin"

Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"

Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn"

Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence"

Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Activity: Imaginative Story - Dialogue

Unit 3: Activity: Imaginative Story - First Draft

Unit 3: Activity: Imaginative Story - Plot Diagram

Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature

Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment"

Unit 3: Lesson 3 - Analyze the Myth "How Perseus Conquered the Sea"

Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent"

Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)

Unit 3: Lesson 7 - Write Dialogue and Descriptions

Unit 3: Lesson 8 - Write an Imaginative Story

Unit 3: Lesson 9 - Revise, Edit, and Publish a Story

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Activity: Poetry Writing

Unit 4: Lesson 1 - Identify Structures in Poetry

Unit 4: Lesson 2 - Analyze Sound Devices in Poetry

Unit 4: Lesson 3 - Analyze Figurative Language in Poetry

Unit 4: Lesson 4 - Examine Styles of Poetry

Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement

Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly

Unit 4: Lesson 7 - Identify Elements of Drama

Unit 4: Lesson 8 - Compare a Drama Script and Film

Unit 4: Quiz 1

Unit 5: Activity: Character Analysis Essay - Revise and Edit

Unit 5: Activity: Character Analysis Essay - Rough Draft

Unit 5: Activity: Student-Led Discussion

Unit 5: Activity: Visualize the Details and Draw a Scene

Unit 5: Lesson 1 - Make Predictions, Chapter 1

Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3

Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5

Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8

Unit 5: Lesson 5 - Analyze Details and Foreshadowing, Chapters 9–11

Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14

Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16

Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18

Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue

Unit 5: Quiz 1

Unit 6: Informational Book Report

Unit 6: Lesson 1 - Analyze Informational Text

Unit 6: Lesson 2 - Make Inferences About Informational Text

Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text

Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases

Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text

Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses

Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report

Unit 6: Quiz 1

Unit 7: Lesson 1 - Plan for Writing a Research Paper

Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources

Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information

Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs

Unit 7: Lesson 5 - Write Notecards and Quotations

Unit 7: Lesson 6 - Organize Notecards and Create an Outline

Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis

Unit 7: Lesson 8 - Write an Introduction and a Conclusion
Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
Unit 7: RESEARCH REPORT: Research Plan and Sources
Unit 7: RESEARCH REPORT: Revise and Edit Time
Unit 8 : Lesson 1 - Use Persuasion
Unit 8 : Lesson 2 - Identify Logical Fallacies
Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
Unit 8 : Lesson 5 - Analyze an Essay With an Anecdote
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Activity: Analyze an Advertisement & Web Page
Unit 9: Lesson 1 - Identify Multimedia Elements
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly
Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 10: Activity: Discussion Questions
Unit 10: Activity: Write a Memoir
Unit 10: Activity: Write your Opinion Business Letter
Unit 10: Activity: Writing a Personal Letter
Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography
Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs
Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
Unit 10: Quiz 2

PERFORMANCE EXPECTATION	6.V.2.	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. <u>6th Grade ELA</u> Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots Unit 2: Quiz 3 Unit 3: Activity: Imaginative Story - First Draft Unit 3: Quiz 3 Unit 6: Lesson 2 - Make Inferences About Informational Text

STRAND / TOPIC

Grade 6 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	6.V.3.	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY	Use common Greek or Latin affixes and roots (i.e., morphology) <u>6th Grade ELA</u> Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots

BENCHMARK / PROFICIENCY	Use context <u>6th Grade ELA</u> Unit 1: Lesson 1 - Read With Fluency and Comprehension Unit 1: Lesson 2 - Improve Reading Comprehension Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension Unit 1: Lesson 4 - Determine an Author's Purpose

Unit 1: Lesson 5 - Identify Genres of Literature

Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence

Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay

Unit 1: Lesson 9 - Revise, Edit, and Publish an Informative Essay

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict

Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme

Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"

Unit 2: Lesson 4 - Compare Forms of "The Real Princess"

Unit 2: Lesson 5 - Analyze Plot in an Excerpt of "The Princess and the Goblin"

Unit 2: Lesson 6 - Infer Theme in an Excerpt of "Little Women"

Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn"

Unit 2: Lesson 8 - Paraphrase and Infer Ideas in "Whitewashing the Fence"

Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Activity: Imaginative Story - Plot Diagram

Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature

Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment"

Unit 3: Lesson 3 - Analyze the Myth "How Perseus Conquered the Sea"

Unit 3: Lesson 4 - Analyze the Indian Folktale "The Gold-Giving Serpent"

Unit 3: Lesson 5 - Plan an Imaginative Story (Part 1)

Unit 3: Lesson 7 - Write Dialogue and Descriptions

Unit 3: Lesson 8 - Write an Imaginative Story

Unit 3: Lesson 9 - Revise, Edit, and Publish a Story

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Activity: Poetry Writing

Unit 4: Lesson 1 - Identify Structures in Poetry

Unit 4: Lesson 2 - Analyze Sound Devices in Poetry

Unit 4: Lesson 3 - Analyze Figurative Language in Poetry

Unit 4: Lesson 4 - Examine Styles of Poetry

Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement

Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly

Unit 4: Lesson 7 - Identify Elements of Drama

Unit 4: Lesson 8 - Compare a Drama Script and Film

Unit 4: Quiz 1

Unit 5: Activity: Student-Led Discussion

Unit 5: Activity: Visualize the Details and Draw a Scene

Unit 5: Lesson 1 - Make Predictions, Chapter 1

Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3

Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5

Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8

Unit 5: Lesson 5 - Analyze Details and Foreshadowing, Chapters 9–11

Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14

Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16

Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18

Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue

Unit 5: Quiz 1

Unit 6: Informational Book Report

Unit 6: Lesson 1 - Analyze Informational Text

Unit 6: Lesson 2 - Make Inferences About Informational Text

Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text

Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases

Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text

Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses

Unit 7: Lesson 1 - Plan for Writing a Research Paper

Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources

Unit 7: Lesson 3 - Analyze for Persuasive Devices and Write Source Information

Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs

Unit 7: Lesson 5 - Write Notecards and Quotations

Unit 7: Lesson 6 - Organize Notecards and Create an Outline

Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis

Unit 7: RESEARCH REPORT: Revise and Edit Time

Unit 8 : Lesson 1 - Use Persuasion

Unit 8 : Lesson 2 - Identify Logical Fallacies

Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
Unit 8 : Lesson 5 - Analyze an Essay With an Anecdote
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
Unit 9: Activity: Analyze an Advertisement & Web Page
Unit 9: Lesson 1 - Identify Multimedia Elements
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly
Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 10: Activity: Discussion Questions
Unit 10: Activity: Write a Memoir
Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 3 - Composing a Personal or Friendly Letter
Unit 10: Lesson 4 - Comparing Two Products; Writing a Business Letter
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography
Unit 10: Lesson 6 - Analyzing an Essay About Autonomous Cars
Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs
Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs
Unit 10: Quiz 2

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension
Unit 1: Lesson 5 - Identify Genres of Literature
Unit 2: Lesson 1 - Identify Characterization, Setting, and Conflict
Unit 2: Lesson 3 - Analyze an Excerpt of "The Prince and the Pauper"
Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature
Unit 3: Lesson 2 - Analyze Stylistic Elements in "The Apple of Contentment"
Unit 3: Quiz 1
Unit 3: Quiz 3
Unit 4: Lesson 3 - Analyze Figurative Language in Poetry
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Visualize the Details and Draw a Scene
Unit 5: Lesson 1 - Make Predictions, Chapter 1
Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3
Unit 5: Lesson 3 - Analyze Sarcasm and Plot Elements, Chapters 4–5
Unit 5: Lesson 4 - Determine Main Ideas and Infer, Chapters 6–8
Unit 5: Lesson 5 - Analyze Details and Foreshadowing, Chapters 9–11
Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
Unit 5: Lesson 7 - Compare Two Genres, Chapters 15–16
Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18
Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Analyze Informational Text
Unit 6: Lesson 2 - Make Inferences About Informational Text
Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text
Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report
Unit 6: Lesson 7 - Compare Genres: Memoir, Autobiography, and Informational Text
Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses
Unit 6: Quiz 1
Unit 6: Quiz 3
Unit 7: Lesson 5 - Write Notecards and Quotations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Use Persuasion
Unit 8 : Lesson 2 - Identify Logical Fallacies
Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
Unit 8 : Lesson 5 - Analyze an Essay With an Anecdote
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 9: Lesson 1 - Identify Multimedia Elements
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Write a Memoir
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

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Grade 6 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	6.V.4.	Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings. 6th Grade ELA Unit 6: Lesson 1 - Analyze Informational Text Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text Unit 6: Quiz 1
PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text. 6th Grade ELA Unit 2: Lesson 7 - Analyze Setting and Dialect in an Excerpt of "Adventures of Huckleberry Finn"
PERFORMANCE EXPECTATION	6.V.6.	Demonstrate an understanding of figurative language in context, including extended metaphor and personification. 6th Grade ELA Unit 4: Lesson 3 - Analyze Figurative Language in Poetry Unit 4: Lesson 4 - Examine Styles of Poetry Unit 4: Quiz 1 Unit 5: Lesson 1 - Make Predictions, Chapter 1 Unit 5: Lesson 2 - Explain Figurative Language, Chapters 2–3 Unit 5: Lesson 8 - Make Inferences and Draw Conclusions, Chapters 17–18 Unit 6: Lesson 3 - Analyze Figurative Language in Informational Text Unit 6: Quiz 1

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Grade 6 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	6.CC.1.S LC.	Express ideas in a collaborative setting, using effective discussion strategies. 6th Grade ELA Unit 5: Activity: Student-Led Discussion Unit 7: RESEARCH REPORT: Choose a Subject and Brainstorm Unit 9: Activity: Watch a Speech using a Multimedia Presentation Unit 9: Lesson 4 - Evaluating a Video of a Speech Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 10: Activity: Discussion Questions Unit 10: Lesson 1 - Identifying Listening Skills and Purposes Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK / PROFICIENCY	6.CC.2.S LC.	Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
		<u>6th Grade ELA</u> Unit 5: Activity: Student-Led Discussion Unit 7: RESEARCH REPORT: Choose a Subject and Brainstorm Unit 9: Activity: Watch a Speech using a Multimedia Presentation Unit 9: Lesson 4 - Evaluating a Video of a Speech Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 10: Activity: Discussion Questions Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

STRAND / TOPIC

Grade 6 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	6.CC.3.S LC.	Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR

One-on-one

6th Grade ELA

Unit 5: Activity: Student-Led Discussion
Unit 7: RESEARCH REPORT: Choose a Subject and Brainstorm
Unit 9: Activity: Watch a Speech using a Multimedia Presentation
Unit 9: Lesson 4 - Evaluating a Video of a Speech
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 10: Activity: Discussion Questions
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

DESCRIPTOR

In small groups

6th Grade ELA

Unit 5: Activity: Student-Led Discussion
Unit 7: RESEARCH REPORT: Choose a Subject and Brainstorm
Unit 9: Activity: Watch a Speech using a Multimedia Presentation
Unit 9: Lesson 4 - Evaluating a Video of a Speech
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 10: Activity: Discussion Questions
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

DESCRIPTOR

Teacher-led

6th Grade ELA

Unit 5: Activity: Student-Led Discussion
Unit 7: RESEARCH REPORT: Choose a Subject and Brainstorm
Unit 9: Activity: Watch a Speech using a Multimedia Presentation
Unit 9: Lesson 4 - Evaluating a Video of a Speech
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 10: Activity: Discussion Questions
Unit 10: Lesson 2 - Following and Giving Instructions; Writing a Procedure
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

STRAND / TOPIC

Grade 6 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY 6.CC.4.S LC. Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.

6th Grade ELA

Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 6: Lesson 1 - Analyze Informational Text
Unit 10: Activity: Discussion Questions
Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK / PROFICIENCY 6.CC.5.S LC. Contribute to the topic, text, or issue, responding to questions with relevant information.

6th Grade ELA

Unit 5: Activity: Student-Led Discussion
Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 9: Present your Multimedia Presentation
Unit 10: Activity: Discussion Questions
Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK / PROFICIENCY 6.CC.6.S LC. Paraphrase multiple perspectives.

6th Grade ELA

Unit 10: Activity: Discussion Questions

BENCHMARK / PROFICIENCY 6.CC.7.S LC. Describe how non-textual information enhances the understanding of a topic, text, or issue.

6th Grade ELA

Unit 1: Lesson 5 - Identify Genres of Literature
Unit 2: Lesson 2 - Identify Plot Elements, Point of View, and Theme
Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots
Unit 3: Activity: Imaginative Story - First Draft
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 1 - Identify Stylistic Elements in Classical Literature
Unit 4: Lesson 1 - Identify Structures in Poetry
Unit 4: Lesson 2 - Analyze Sound Devices in Poetry
Unit 4: Lesson 3 - Analyze Figurative Language in Poetry
Unit 4: Lesson 4 - Examine Styles of Poetry
Unit 4: Lesson 5 - Analyze Graphic Elements; Write Poetry; Use Correct Subject-Verb Agreement
Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
Unit 4: Lesson 7 - Identify Elements of Drama
Unit 6: Lesson 1 - Analyze Informational Text
Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses
Unit 7: Lesson 1 - Plan for Writing a Research Paper
Unit 7: Lesson 2 - Develop a Research Plan and Find Credible Sources
Unit 7: Lesson 4 - Interpret Graphics and Cite Sources in Paragraphs
Unit 7: Quiz 2
Unit 8 : Lesson 6 - Analyze Problem/Solution and Classification Organizations
Unit 9: Activity: Analyze an Advertisement & Web Page
Unit 9: Lesson 1 - Identify Multimedia Elements
Unit 9: Lesson 2 - Analyze Elements in Media
Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project
Unit 9: Lesson 8 - Write Abbreviations, Acronyms, and Initials Correctly
Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project
Unit 9: Present your Multimedia Presentation
Unit 10: Lesson 1 - Identifying Listening Skills and Purposes
Unit 10: Lesson 5 - Analyzing an Excerpt of Henry Ford's Autobiography

BENCHMARK / PROFICIENCY	6.CC.8.S LC.	Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.

6th Grade ELA

Unit 9: Activity: Watch a Speech using a Multimedia Presentation

Unit 9: Lesson 4 - Evaluating a Video of a Speech

Unit 10: Lesson 1 - Identifying Listening Skills and Purposes

**STRAND /
TOPIC**

Grade 6 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANC E EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK / PROFICIENCY	6.CC.9.P.	Present claims and evidence.

6th Grade ELA

Unit 5: Activity: Student-Led Discussion

Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills

Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project

Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project

Unit 9: Present your Multimedia Presentation

Unit 10: Activity: Discussion Questions

Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK / PROFICIENCY	6.CC.10. P.	Sequence ideas logically.

6th Grade ELA

Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project

Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project

Unit 9: Present your Multimedia Presentation

Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK / PROFICIENCY	6.CC.11. P.	Use accurate descriptions, facts, and/or details to support central ideas and/or themes.

6th Grade ELA

Unit 5: Activity: Student-Led Discussion

Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills

Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project

Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project

Unit 9: Present your Multimedia Presentation

Unit 10: Activity: Discussion Questions

Unit 10: Lesson 9 - Engaging in Teamwork and Discussions

BENCHMARK / PROFICIENCY	6.CC.12. P.	Include multimedia and visuals to clarify information.

6th Grade ELA

Unit 9: Activity: Watch a Speech using a Multimedia Presentation

Unit 9: Lesson 1 - Identify Multimedia Elements

Unit 9: Lesson 2 - Analyze Elements in Media

Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills

Unit 9: Lesson 4 - Evaluating a Video of a Speech

Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project

Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project

Unit 9: Present your Multimedia Presentation

Unit 9: Quiz 1

BENCHMARK / PROFICIENCY	6.CC.13. P.	Use eye contact, adequate volume, and clear pronunciation in consideration of the audience. 6th Grade ELA Unit 1: Lesson 1 - Read With Fluency and Comprehension Unit 1: Lesson 3 - Read Aloud and Listen With Comprehension Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 9: Present your Multimedia Presentation Unit 9: Quiz 1 Unit 10: Activity: Discussion Questions

BENCHMARK / PROFICIENCY	6.CC.14. P.	Demonstrate command of standard English when indicated or appropriate. 6th Grade ELA Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences Unit 9: Activity: Analyze an Advertisement & Web Page Unit 9: Lesson 3 - Analyze Effective Public Speaking Skills Unit 9: Lesson 5 - Practice Presentation Skills; Create a Multimedia Project Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words Unit 9: Lesson 9 - Review Possessives and Edit a Persuasive Essay; Present a Multimedia Project Unit 9: Present your Multimedia Presentation

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	6.L.1.S.	Use nouns effectively:

DESCRIPTOR	Direct objects 6th Grade ELA Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report Unit 6: Quiz 2 Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs Unit 10: Quiz 3

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	6.L.2.S.	Use pronouns properly:

DESCRIPTOR	Intensive and reflexive pronouns 6th Grade ELA Unit 6: Lesson 6 - Use Pronouns Correctly Unit 6: Quiz 2

DESCRIPTOR	Relative pronouns
	6th Grade ELA Unit 10: Activity: Write a Memoir Unit 10: Lesson 8 - Composing a Memoir; Using Relative Pronouns and Relative Adverbs Unit 10: Quiz 3

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 6.L.3.S. Ensure pronouns have a clear antecedent and are appropriate in number and person.

6th Grade ELA
Unit 3: Activity: Imaginative Story - Brainstorming
Unit 5: Activity: Character Analysis Essay - Revise and Edit
Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue
Unit 6: Lesson 6 - Use Pronouns Correctly
Unit 9: Lesson 7 - Correct Pronoun References and Confusing Words
Unit 9: Quiz 3

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	6.L.4.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood

6th Grade ELA
Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay
Unit 3: Activity: Imaginative Story - Brainstorming
Unit 3: Activity: Imaginative Story - Plot Diagram
Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
Unit 3: Quiz 2
Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
Unit 6: Lesson 5 - Write Passive Verb Sentences and Prepositional Phrases
Unit 6: Quiz 2
Unit 7: Lesson 8 - Write an Introduction and a Conclusion
Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
Unit 10: Lesson 7 - Identifying Transitive and Intransitive Verbs
Unit 10: Quiz 3

DESCRIPTOR	Subject/verb agreement <u>6th Grade ELA</u> Unit 3: Lesson 9 - Revise, Edit, and Publish a Story Unit 4: Activity: Poetry Writing Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly Unit 5: Activity: Character Analysis Essay - Revise and Edit Unit 5: Lesson 9 - Revise and Edit Essay, Chapter 19 and Epilogue Unit 6: Lesson 4 - Identify Parts of a Book and Write a Book Report Unit 6: Lesson 6 - Use Pronouns Correctly Unit 6: Quiz 2

DESCRIPTOR	Linking/be verbs <u>6th Grade ELA</u> Unit 3: Activity: Imaginative Story - Brainstorming Unit 3: Quiz 2 Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	6.L.5.S.	Use modifiers effectively:

DESCRIPTOR	Proper adjectives <u>6th Grade ELA</u> Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report Unit 6: Quiz 3 Unit 7: Lesson 8 - Write an Introduction and a Conclusion Unit 7: Quiz 3 Unit 9: Quiz 2

STRAND / TOPIC **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	6.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. <u>6th Grade ELA</u> Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly Unit 4: Quiz 2 Unit 6: Lesson 9 - Combine Sentences; Revise and Edit a Book Report Unit 6: Quiz 3 Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit) Unit 8 : Quiz 2 Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly Unit 9: Quiz 2

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 6.L.7.C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes.

6th Grade ELA

Unit 3: Lesson 7 - Write Dialogue and Descriptions
 Unit 6: Lesson 8 - Analyze a Technical Text; Use Parentheses
 Unit 6: Quiz 3
 Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
 Unit 7: RESEARCH REPORT: Revise and Edit Time
 Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)
 Unit 9: Lesson 1 - Identify Multimedia Elements
 Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly
 Unit 9: Quiz 3
 Unit 10: Activity: Write a Memoir
 Unit 10: Quiz 3

BENCHMARK / PROFICIENCY 6.L.8.C. Use commas to set off series, phrases and clauses, and direct address.

6th Grade ELA

Unit 3: Lesson 7 - Write Dialogue and Descriptions
 Unit 8 : Lesson 4 - Write and Punctuate Complex Sentences
 Unit 9: Lesson 6 - Use Commas and Correlative Conjunctions Correctly
 Unit 9: Quiz 2
 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

6th Grade ELA

Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence
 Unit 3: Activity: Imaginative Story - First Draft
 Unit 3: Lesson 7 - Write Dialogue and Descriptions
 Unit 3: Lesson 9 - Revise, Edit, and Publish a Story
 Unit 3: Quiz 2
 Unit 4: Lesson 6 - Revise Poetry; Write Compound Sentences and Titles Correctly
 Unit 4: Quiz 2
 Unit 5: Activity: Character Analysis Essay - Revise and Edit
 Unit 5: Activity: Character Analysis Essay - Rough Draft
 Unit 5: Lesson 6 - Write a Character Analysis, Chapters 12–14
 Unit 7: Lesson 1 - Plan for Writing a Research Paper
 Unit 7: Lesson 5 - Write Notecards and Quotations
 Unit 7: Lesson 7 - Write the Body Paragraphs; Formulate a Thesis
 Unit 7: Lesson 9 - Type, Revise, Edit, and Publish the Research Report
 Unit 7: Quiz 2
 Unit 7: RESEARCH REPORT: Revise and Edit Time
 Unit 8 : Lesson 3 - Evaluate Claims in President George W. Bush's No Child Left Behind Speech
 Unit 8 : Lesson 7 - Choose a Persuasive Topic; Research and Write an Anecdote
 Unit 8 : Lesson 8 - Make an Outline; Write an Introduction and Conclusion
 Unit 8 : Lesson 9 - Type, Revise, and Edit a Persuasive Essay (There isn't a Quiz 3 for this Unit)

BENCHMARK / PROFICIENCY	6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

6th Grade ELA

Unit 1: Lesson 2 - Improve Reading Comprehension

Unit 1: Lesson 4 - Determine an Author's Purpose

Unit 1: Lesson 5 - Identify Genres of Literature

Unit 1: Lesson 6 - Summarize and Make Inferences Using Text Evidence

Unit 1: Lesson 7 - Identify Topic Sentences and Write an Informative Essay

Unit 1: Lesson 8 - Brainstorm, Organize, and Draft a Paragraph

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 1: Writing Activity: Revise, Improve, Edit, & Classmate Review

Unit 2: Lesson 9 - Review the Meanings of Affixes and Roots

Unit 3: Activity: Imaginative Story - First Draft

Unit 3: Quiz 3

Unit 4: Lesson 1 - Identify Structures in Poetry

Unit 4: Lesson 2 - Analyze Sound Devices in Poetry

Unit 4: Lesson 3 - Analyze Figurative Language in Poetry

Unit 4: Quiz 1

Unit 6: Lesson 2 - Make Inferences About Informational Text

Unit 9: Quiz 3

Main Criteria: Arkansas Standards
Secondary Criteria: 8th Grade Math
Subject: Mathematics
Grade: 8
Correlation Options: Show Correlated

Arkansas Standards
Mathematics
Grade: 8 - Adopted: 2023

STRAND / TOPIC **Grade 8 Mathematics Standards**

CONTENT STANDARD	8.NCC.	Number Concepts & Computations
PERFORMANCE EXPECTATION		Rational & Irrational Numbers - Students understand relationships among numbers and the real number system.
BENCHMARK / PROFICIENCY	8.NCC.1.	Describe relationships in the real number system (rational and irrational). Numbers relationships to include: decimal expansion for rational and irrational numbers, square roots of nonperfect squares, and cube roots of nonperfect cubes 8th Grade Math Unit 1: 1.3 Solving Equations by Applying Square Roots and Cube Roots Unit 1: Lesson 1 - Working With Real Numbers Unit 1: Lesson 2 - Evaluating and Approximating Square Roots Unit 1: Quiz 1
BENCHMARK / PROFICIENCY	8.NCC.2.	Compare the size of irrational numbers and locate them on a number line by finding the rational approximations. 8th Grade Math Unit 1: Lesson 2 - Evaluating and Approximating Square Roots Unit 1: Lesson 3 - Comparing and Ordering Real Numbers Unit 1: Quiz 1
BENCHMARK / PROFICIENCY	8.NCC.3.	Know and apply the properties of integer exponents to generate equivalent numerical expressions. 8th Grade Math Unit 1: 1.1 The Laws of Exponents Unit 1: 1.2 Negative and Zero Exponents Unit 1: Lesson 4 - Scientific Notation Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	8.NCC.4.	Write very large and very small numbers in scientific notation using positive and negative exponents. 8th Grade Math Unit 1: 1.4 Performing Operations With Scientific Notation Unit 1: 1.5 Interpreting E-Notation When Using a Graphing Calculator Unit 1: 1.6 Comparing Numbers With Scientific Notation Unit 1: 1.7 Scientific Notation Applications Unit 1: Lesson 4 - Scientific Notation Unit 1: Lesson 5 - Scientific Notation Applications Unit 1: Quiz 2
BENCHMARK / PROFICIENCY	8.NCC.5.	Compare numbers written in scientific notation to determine how many times larger or smaller one number is than the other, using real-world and mathematical problems. 8th Grade Math Unit 1: 1.6 Comparing Numbers With Scientific Notation Unit 1: 1.7 Scientific Notation Applications

BENCHMARK / PROFICIENCY	8.NCC.6.	Solve real-world and mathematical problems by performing operations with numbers written in standard and scientific notation.
		8th Grade Math Unit 1: 1.4 Performing Operations With Scientific Notation Unit 1: 1.5 Interpreting E-Notation When Using a Graphing Calculator Unit 1: 1.6 Comparing Numbers With Scientific Notation Unit 1: 1.7 Scientific Notation Applications Unit 1: Lesson 5 - Scientific Notation Applications Unit 1: Quiz 2

STRAND / TOPIC

Grade 8 Mathematics Standards

CONTENT STANDARD	8.NCC.	Number Concepts & Computations
PERFORMANCE EXPECTATION		Rational Number Operations - Students work with square and cube roots.

BENCHMARK / PROFICIENCY	8.NCC.7.	Solve equations in the form of $x^2 = p$ or $x^3 = p$ where p is a positive rational number.

8th Grade Math

Unit 1: 1.3 Solving Equations by Applying Square Roots and Cube Roots

BENCHMARK / PROFICIENCY	8.NCC.8.	Evaluate square roots of perfect squares and cube roots of perfect cubes.

8th Grade Math

Unit 1: 1.3 Solving Equations by Applying Square Roots and Cube Roots

Unit 1: Lesson 1 - Working With Real Numbers

Unit 1: Lesson 2 - Evaluating and Approximating Square Roots

Unit 1: Quiz 1

STRAND / TOPIC

Grade 8 Mathematics Standards

CONTENT STANDARD	8.FN.	Functions
PERFORMANCE EXPECTATION		Proportional & Linear Relationships - Students understand slope using previous learning of proportional relationships.

BENCHMARK / PROFICIENCY	8.FN.1.	Graph proportional relationships, interpreting the unit rate as the slope of the graph. 8th Grade Math Unit 3: 3.1 Using Qualitative Descriptions With Functional Relationships Unit 3: Lesson 4 - Determining Slope From a Graph Unit 3: Lesson 6 - Linear Proportional Functions Unit 3: Lesson 7 - Graphs of Linear Proportional Functions Unit 3: Lesson 7 - Graphs of Linear Proportional Functions (Continued) Unit 3: Lesson 8 - Working With Linear Proportional Functions Unit 3: Lesson 9 - Solving Direct Variation Problems Unit 3: Lesson 9 - Solving Direct Variation Problems (Continued) Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: 4.1 Construct Functions From Two Points Written as a Table Unit 4: Lesson 1 - Linear Non-Proportional Functions Unit 4: Lesson 2 - Graphs of Linear Non-Proportional Functions Unit 4: Lesson 3 - Comparing Proportional and Non-Proportional Linear Functions Unit 4: Lesson 4 - Applying Linear Functions Unit 4: Lesson 4 - Applying Linear Functions (continued) Unit 4: Quiz 1 Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	8.FN.2.	Explain, using similar right triangles, how the slope of a line is the same between two points on a non-vertical line or non-horizontal line. Slope includes: positive, negative, horizontal (zero), and vertical (undefined) 8th Grade Math Unit 3: 3.1 Using Qualitative Descriptions With Functional Relationships Unit 3: Lesson 3 - Linear Functions and Slope Unit 3: Lesson 4 - Determining Slope From a Graph Unit 3: Lesson 5 - The Slope Formula Unit 3: Lesson 6 - Linear Proportional Functions Unit 3: Lesson 7 - Graphs of Linear Proportional Functions Unit 3: Lesson 7 - Graphs of Linear Proportional Functions (Continued) Unit 3: Lesson 8 - Working With Linear Proportional Functions Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: 4.1 Construct Functions From Two Points Written as a Table Unit 4: Lesson 1 - Linear Non-Proportional Functions Unit 4: Lesson 2 - Graphs of Linear Non-Proportional Functions Unit 4: Lesson 3 - Comparing Proportional and Non-Proportional Linear Functions Unit 4: Lesson 4 - Applying Linear Functions Unit 4: Lesson 4 - Applying Linear Functions (continued) Unit 4: Lesson 5 - Writing Linear Equations, Part 1 Unit 4: Lesson 6 - Writing Linear Equations, Part 2 Unit 4: Lesson 6 - Writing Linear Equations, Part 2 (continued) Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 9: Lesson 4 - Working With Linear Relationships Unit 9: Lesson 4 Activity: Linear Relationships Unit 9: Lesson 5 - The Equation of a Trend Line Unit 9: Quiz 2

**STRAND /
TOPIC**

Grade 8 Mathematics Standards

CONTENT STANDARD	8.FN.	Functions
PERFORMANCE EXPECTATION		Functions - Students understand that a function is a rule that assigns each input exactly one output.

BENCHMARK / PROFICIENCY	8.FN.3.	Determine whether a relation is a function or not when given a function map, table, graph, equation, or set of ordered pairs. <u>8th Grade Math</u> Unit 3: Lesson 2 - Functions Unit 3: Lesson 3 - Linear Functions and Slope Unit 3: Quiz 1
BENCHMARK / PROFICIENCY	8.FN.4.	Compare the rate of change (slope) and y-intercept (initial value) of two linear functions each represented in different forms. Functions are represented algebraically, graphically, numerically in tables, or by verbal descriptions. <u>8th Grade Math</u> Unit 3: Lesson 2 - Functions Unit 3: Lesson 3 - Linear Functions and Slope Unit 3: Quiz 1 Unit 4: Lesson 3 - Comparing Proportional and Non-Proportional Linear Functions
BENCHMARK / PROFICIENCY	8.FN.5.	Distinguish between linear and nonlinear functions by comparing graphs and equations. <u>8th Grade Math</u> Unit 3: 3.1 Using Qualitative Descriptions With Functional Relationships Unit 4: Lesson 4 - Applying Linear Functions Unit 4: Lesson 4 - Applying Linear Functions (continued) Unit 4: Quiz 2
BENCHMARK / PROFICIENCY	8.FN.6.	Determine the rate of change (slope) and y-intercept (initial value) from tables, graphs, equations, and verbal descriptions of linear relationships. <u>8th Grade Math</u> Unit 3: Lesson 3 - Linear Functions and Slope Unit 3: Lesson 4 - Determining Slope From a Graph Unit 3: Lesson 5 - The Slope Formula Unit 3: Lesson 6 - Linear Proportional Functions Unit 3: Lesson 7 - Graphs of Linear Proportional Functions Unit 3: Lesson 7 - Graphs of Linear Proportional Functions (Continued) Unit 3: Lesson 8 - Working With Linear Proportional Functions Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: 4.1 Construct Functions From Two Points Written as a Table Unit 4: Lesson 1 - Linear Non-Proportional Functions Unit 4: Lesson 2 - Graphs of Linear Non-Proportional Functions Unit 4: Lesson 3 - Comparing Proportional and Non-Proportional Linear Functions Unit 4: Lesson 4 - Applying Linear Functions Unit 4: Lesson 4 - Applying Linear Functions (continued) Unit 4: Lesson 5 - Writing Linear Equations, Part 1 Unit 4: Lesson 6 - Writing Linear Equations, Part 2 Unit 4: Lesson 6 - Writing Linear Equations, Part 2 (continued) Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 9: Lesson 4 - Working With Linear Relationships Unit 9: Lesson 4 Activity: Linear Relationships Unit 9: Lesson 5 - The Equation of a Trend Line Unit 9: Quiz 2

BENCHMARK / PROFICIENCY	8.FN.7.	Interpret and explain the meaning of the rate of change (slope) and y-intercept (initial value) of a linear relationship in a real-world context.
		<u>8th Grade Math</u> Unit 4: Lesson 1 - Linear Non-Proportional Functions Unit 4: Lesson 2 - Graphs of Linear Non-Proportional Functions Unit 4: Lesson 3 - Comparing Proportional and Non-Proportional Linear Functions Unit 4: Lesson 4 - Applying Linear Functions Unit 4: Lesson 4 - Applying Linear Functions (continued) Unit 4: Quiz 1 Unit 4: Quiz 2

BENCHMARK / PROFICIENCY	8.FN.8.	Analyze a graph by describing the functional relationships between two quantities.
		<u>8th Grade Math</u> Unit 4: Lesson 1 - Linear Non-Proportional Functions Unit 4: Lesson 2 - Graphs of Linear Non-Proportional Functions Unit 4: Lesson 3 - Comparing Proportional and Non-Proportional Linear Functions Unit 4: Lesson 4 - Applying Linear Functions Unit 4: Lesson 4 - Applying Linear Functions (continued) Unit 4: Quiz 1 Unit 4: Quiz 2

STRAND / TOPIC

Grade 8 Mathematics Standards

CONTENT STANDARD	8.ALG.	Algebra
PERFORMANCE EXPECTATION		Equations & Inequalities - Students solve linear equations and inequalities.

BENCHMARK / PROFICIENCY	8.ALG.1.	Analyze and solve one-variable linear equations with rational coefficients containing solutions with one, zero, or infinitely many solutions.
		<u>8th Grade Math</u> Unit 2: Lesson 1 - Variable Expressions and Two-Step Equations Unit 2: Lesson 5 - Modeling Equations With Variables on Both Sides Unit 2: Lesson 6 - Solving One-Variable Equations With Variables on Both Sides Unit 2: Lesson 7 - Applying One-Variable Equations With Variables on Both Sides Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 5: Lesson 2 - Solving for Unknown Angle Measures Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	8.ALG.2.	Analyze and solve one-variable linear inequalities with rational coefficients.
		<u>8th Grade Math</u> Unit 2: Lesson 2 - Two-Step Inequalities Unit 2: Quiz 1

STRAND / TOPIC

Grade 8 Mathematics Standards

CONTENT STANDARD	8.ALG.	Algebra
PERFORMANCE EXPECTATION		Systems of Equations - Students will solve systems of equations.

BENCHMARK / PROFICIENCY	8.ALG.3.	Analyze and solve systems of linear equations in the form $ax+by=c$ in real-world or mathematical contexts, graphically and algebraically.
8th Grade Math Unit 4: 4.2 Solving Systems of Linear Equations With Estimated Solutions by Graphing the Equations Unit 4: 4.3 Solving Systems of Linear Equations by Setting the Equations Equal to Each Other Unit 4: 4.5 Solving Systems of Linear Equations by Substitution Unit 4: 4.6 Solving Systems of Linear Equations by Elimination Unit 4: 4.7 Types of Solutions for a System of Linear Equations Unit 4: 4.8 Solving Systems of Linear Equations by Inspection Unit 4: 4.9 Solving Real-World and Mathematical Problems to Create a System of Linear Equations Unit 4: Lesson 7 - Solving Systems of Linear Equations Using Graphs Unit 4: Quiz 3		

STRAND / TOPIC

Grade 8 Mathematics Standards

CONTENT STANDARD	8.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Area, Volume, & Surface Area - Students solve problems involving area, volume, and surface area.

BENCHMARK / PROFICIENCY	8.GM.1.	Apply the formulas for the volume and surface area of cylinders, cones, and spheres to solve real-world and mathematical problems.

8th Grade Math

Unit 7: Activity: Comparing the Formulas for the Volume of a Cylinder to the Volume of a Cone
Unit 7: Lesson 2 - Lateral and Total Surface Area of Rectangular Prisms
Unit 7: Lesson 3 - Lateral and Total Surface Area of Triangular Prisms
Unit 7: Lesson 4 - Lateral and Total Surface Area of Cylinders
Unit 7: Lesson 5 - Volume of Rectangular Prisms and Cylinders
Unit 7: Lesson 6 - Volume of Cones and Cylinders
Unit 7: Lesson 7 - Volume of Spheres
Unit 7: Quiz 1
Unit 7: Quiz 2

STRAND / TOPIC

Grade 8 Mathematics Standards

CONTENT STANDARD	8.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Pythagorean Theorem - Students explore right triangles and apply the Pythagorean Theorem.

BENCHMARK / PROFICIENCY	8.GM.3.	Model or explain an informal proof of the Pythagorean Theorem and its converse.

8th Grade Math

Unit 8: 8.1 Explain a Proof of the Pythagorean Theorem
Unit 8: 8.2 Explain a Proof for the Converse of the Pythagorean Theorem
Unit 8: Lesson 1 - Right Triangles and the Pythagorean Theorem
Unit 8: Lesson 2 - The Converse of the Pythagorean Theorem
Unit 8: Lesson 3 - Solving Problems Using the Pythagorean Theorem, Part 1
Unit 8: Lesson 4 - Solving Problems Using the Pythagorean Theorem, Part 2
Unit 8: Quiz 1
Unit 8: Quiz 2

BENCHMARK / PROFICIENCY	8.GM.4.	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles. <u>8th Grade Math</u> Unit 8: 8.1 Explain a Proof of the Pythagorean Theorem Unit 8: 8.2 Explain a Proof for the Converse of the Pythagorean Theorem Unit 8: 8.3 Finding the Diagonal Length of a Prism Unit 8: Lesson 1 - Right Triangles and the Pythagorean Theorem Unit 8: Lesson 2 - The Converse of the Pythagorean Theorem Unit 8: Lesson 3 - Solving Problems Using the Pythagorean Theorem, Part 1 Unit 8: Lesson 4 - Solving Problems Using the Pythagorean Theorem, Part 2 Unit 8: Lesson 5 - Distance Between Two Points on the Coordinate Plane Unit 8: Quiz 1 Unit 8: Quiz 2

BENCHMARK / PROFICIENCY	8.GM.5.	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. <u>8th Grade Math</u> Unit 8: Lesson 5 - Distance Between Two Points on the Coordinate Plane Unit 8: Quiz 2

**STRAND /
TOPIC**

Grade 8 Mathematics Standards

CONTENT STANDARD	8.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Transformations & Congruence on a Coordinate Plane - Students use concrete models, diagrams, or geometry to understand congruence and similarity.

BENCHMARK / PROFICIENCY	8.GM.6.	Given a figure, draw a congruent figure on a coordinate plane resulting from a rotation, reflection, or translation. <u>8th Grade Math</u> Unit 6: 6.1 Using an Experiment to Verify the Properties of Translations, Reflections, and Rotations Unit 6: 6.2 Using Experiments to Verify the Properties of Rigid Motion Unit 6: 6.3 Transforming Congruent and Similar Figures Using Rigid Motion and Dilations Unit 6: 6.4 Demonstrating Congruence and Similarity Using Rigid Motion and Dilations Unit 6: Lesson 1 - Similarity and Congruence Unit 6: Lesson 2 - Introduction to Geometric Transformations Unit 6: Lesson 3 - Properties of Congruence and Orientation Unit 6: Lesson 4 - Translations Unit 6: Lesson 5 - Reflections Unit 6: Lesson 6 - Rotations Unit 6: Lesson 7 - Dilations Unit 6: Lesson 8 - Working With Geometric Transformations Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3

BENCHMARK / PROFICIENCY	8.GM.7.	Identify a single transformation used to transform one figure onto another on a coordinate plane. Rotations include: 90°, 180°, and 270° <u>8th Grade Math</u> Unit 6: 6.1 Using an Experiment to Verify the Properties of Translations, Reflections, and Rotations Unit 6: 6.2 Using Experiments to Verify the Properties of Rigid Motion Unit 6: 6.3 Transforming Congruent and Similar Figures Using Rigid Motion and Dilations Unit 6: 6.4 Demonstrating Congruence and Similarity Using Rigid Motion and Dilations Unit 6: Lesson 1 - Similarity and Congruence Unit 6: Lesson 2 - Introduction to Geometric Transformations Unit 6: Lesson 3 - Properties of Congruence and Orientation Unit 6: Lesson 4 - Translations Unit 6: Lesson 5 - Reflections Unit 6: Lesson 6 - Rotations Unit 6: Lesson 7 - Dilations Unit 6: Lesson 8 - Working With Geometric Transformations Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3
BENCHMARK / PROFICIENCY	8.GM.8.	Given two congruent figures, describe a sequence of transformations that maps one figure to another. <u>8th Grade Math</u> Unit 3: Lesson 4 - Determining Slope From a Graph Unit 3: Quiz 2 Unit 6: Lesson 1 - Similarity and Congruence Unit 6: Quiz 1
BENCHMARK / PROFICIENCY	8.GM.9.	Perform a given sequence of transformations of a figure on the coordinate plane, including rotations, reflections, translations, and dilations. Rotations include: 90°, 180°, and 270° <u>8th Grade Math</u> Unit 6: 6.1 Using an Experiment to Verify the Properties of Translations, Reflections, and Rotations Unit 6: 6.2 Using Experiments to Verify the Properties of Rigid Motion Unit 6: 6.3 Transforming Congruent and Similar Figures Using Rigid Motion and Dilations Unit 6: 6.4 Demonstrating Congruence and Similarity Using Rigid Motion and Dilations Unit 6: Lesson 1 - Similarity and Congruence Unit 6: Lesson 2 - Introduction to Geometric Transformations Unit 6: Lesson 3 - Properties of Congruence and Orientation Unit 6: Lesson 4 - Translations Unit 6: Lesson 5 - Reflections Unit 6: Lesson 6 - Rotations Unit 6: Lesson 7 - Dilations Unit 6: Lesson 8 - Working With Geometric Transformations Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3

BENCHMARK / PROFICIENCY	8.GM.10.	Describe the effects of rotations, reflections, translations, and dilations on two-dimensional figures using coordinates. Rotations include: 90°, 180°, and 270°
		8th Grade Math Unit 6: 6.1 Using an Experiment to Verify the Properties of Translations, Reflections, and Rotations Unit 6: 6.2 Using Experiments to Verify the Properties of Rigid Motion Unit 6: 6.3 Transforming Congruent and Similar Figures Using Rigid Motion and Dilations Unit 6: 6.4 Demonstrating Congruence and Similarity Using Rigid Motion and Dilations Unit 6: Lesson 1 - Similarity and Congruence Unit 6: Lesson 2 - Introduction to Geometric Transformations Unit 6: Lesson 3 - Properties of Congruence and Orientation Unit 6: Lesson 4 - Translations Unit 6: Lesson 5 - Reflections Unit 6: Lesson 6 - Rotations Unit 6: Lesson 7 - Dilations Unit 6: Lesson 8 - Working With Geometric Transformations Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 1 - Working With Area Unit 7: Quiz 1

BENCHMARK / PROFICIENCY	8.GM.11.	Given two similar two-dimensional figures, describe a sequence of transformations that exhibits similarity, including rotations, reflections, translations, and dilations.
		8th Grade Math Unit 6: 6.1 Using an Experiment to Verify the Properties of Translations, Reflections, and Rotations Unit 6: 6.2 Using Experiments to Verify the Properties of Rigid Motion Unit 6: 6.3 Transforming Congruent and Similar Figures Using Rigid Motion and Dilations Unit 6: 6.4 Demonstrating Congruence and Similarity Using Rigid Motion and Dilations Unit 6: Lesson 1 - Similarity and Congruence Unit 6: Lesson 2 - Introduction to Geometric Transformations Unit 6: Lesson 3 - Properties of Congruence and Orientation Unit 6: Lesson 4 - Translations Unit 6: Lesson 5 - Reflections Unit 6: Lesson 6 - Rotations Unit 6: Lesson 7 - Dilations Unit 6: Lesson 8 - Working With Geometric Transformations Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3

**STRAND /
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Grade 8 Mathematics Standards

CONTENT STANDARD	8.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Bivariate Data - Students investigate patterns of association to bivariate data.

BENCHMARK / PROFICIENCY	8.SP.1.	Construct scatter plots using bivariate data; determine if the data displays a linear or nonlinear pattern and positive, negative, or no association. <u>8th Grade Math</u> Unit 9: Lesson 1 - Scatterplots and Data Unit 9: Lesson 2 - Analyzing Scatterplots Unit 9: Lesson 2 Activity: Plotting Data on Coordinate Plane Unit 9: Lesson 3 - Linear Associations and Trend Lines Unit 9: Lesson 3 Activity: Draw Trend Line Unit 9: Lesson 4 - Working With Linear Relationships Unit 9: Lesson 4 Activity: Linear Relationships Unit 9: Lesson 5 - The Equation of a Trend Line Unit 9: Quiz 1 Unit 9: Quiz 2
BENCHMARK / PROFICIENCY	8.SP.2.	Construct straight lines to approximately fit data displaying a linear association when presented in scatter plots. <u>8th Grade Math</u> Unit 9: Lesson 1 - Scatterplots and Data Unit 9: Lesson 2 - Analyzing Scatterplots Unit 9: Lesson 2 Activity: Plotting Data on Coordinate Plane Unit 9: Lesson 3 - Linear Associations and Trend Lines Unit 9: Lesson 3 Activity: Draw Trend Line Unit 9: Lesson 4 - Working With Linear Relationships Unit 9: Lesson 4 Activity: Linear Relationships Unit 9: Lesson 5 - The Equation of a Trend Line Unit 9: Quiz 1 Unit 9: Quiz 2
BENCHMARK / PROFICIENCY	8.SP.3.	Construct and interpret a relative frequency table, using data from two categorical variables collected from the same subject. <u>8th Grade Math</u> Unit 9: 9.1 Categorical Data and Two-Way Tables

Main Criteria: Arkansas Standards
Secondary Criteria: 3rd Grade ELA
Subject: Language Arts
Grade: 3
Correlation Options: Show Correlated

Arkansas Standards
Language Arts
Grade: 3 - Adopted: 2023

STRAND / TOPIC **Grade 3 English Language Arts Standards**

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Phonics Decoding (Word Reading) - Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.
BENCHMARK / PROFICIENCY	3.FR.1.P D.	Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey). <u>3rd Grade ELA</u> Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations
BENCHMARK / PROFICIENCY	3.FR.2.P D.	Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest). <u>3rd Grade ELA</u> Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables Unit 1: Lesson 8 - Fluency and Pronouns Unit 1: Quiz 1 Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs Unit 2: Lesson 4 - Fluency and Verb Endings Unit 2: Lesson 5 - Writing Process with Graphic Organizers Unit 2: Lesson 6 - Fluency and Sentence Types Unit 5: Lesson 1 - Possessive Nouns and Syllabication Unit 5: Lesson 4 - Characterization, Commas, and Syllables Unit 5: Lesson 8 - Plot and Elements of Fiction Unit 7 : Lesson 1 - Prepositions and Syllables Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables Unit 7 : Quiz 2 Unit 8: Quiz 1
BENCHMARK / PROFICIENCY	3.FR.3.P D.	Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes. <u>3rd Grade ELA</u> Unit 3: Activity - Climb the Mountain! Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 3: Lesson 9 - Audio Story, Conjunctions, and Suffixes Unit 4: Lesson 7 - Planning an Essay, Suffixes Unit 4: Lesson 9 - Completing an Essay, Suffixes Unit 6: Lesson 1 - Adverbs Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Quiz 2

STRAND / TOPIC **Grade 3 English Language Arts Standards**

CONTENT STANDARD		Foundational Reading

PERFORMANCE EXPECTATION		Phonics Encoding (Word Writing) - Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

BENCHMARK / PROFICIENCY 3.FR.4.PE Encode two-syllable words with double letter endings (e.g., repel vs. confess).

3rd Grade ELA

Unit 5: Lesson 1 - Possessive Nouns and Syllabication

BENCHMARK / PROFICIENCY 3.FR.5.P E. Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).

3rd Grade ELA

Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables

Unit 1: Lesson 8 - Fluency and Pronouns

Unit 1: Quiz 1

Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs

Unit 2: Lesson 4 - Fluency and Verb Endings

Unit 2: Lesson 5 - Writing Process with Graphic Organizers

Unit 2: Lesson 6 - Fluency and Sentence Types

Unit 5: Lesson 1 - Possessive Nouns and Syllabication

Unit 5: Lesson 4 - Characterization, Commas, and Syllables

Unit 5: Lesson 8 - Plot and Elements of Fiction

Unit 7 : Lesson 1 - Prepositions and Syllables

Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables

Unit 7 : Quiz 2

Unit 8: Quiz 1

Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs

Unit 9 : Lesson 4 - Research and Digraphs

Unit 9 : Quiz 1

BENCHMARK / PROFICIENCY 3.FR.6.P E. Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).

3rd Grade ELA

Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs

Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations

BENCHMARK / PROFICIENCY 3.FR.7.P E. Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).

3rd Grade ELA

Unit 8: Lesson 1 - Inferences and Parts of Speech

BENCHMARK / PROFICIENCY	3.FR.8.P E.	Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
<u>3rd Grade ELA</u> Unit 1: Lesson 1 - Nouns and Word Origins Unit 1: Quiz 1 Unit 1: Write the Spelling Words 5 Times Unit 2: Lesson 7 - Sentence Types and Vowel Sounds Unit 3: Activity - Climb the Mountain! Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 3: Lesson 3 - Revising Unit 3: Lesson 4 - Editing and Prefixes Unit 3: Lesson 5 - Verbs and Adjectives Unit 3: Lesson 7 - Media and Simple and Compound Sentences Unit 3: Lesson 9 - Audio Story, Conjunctions, and Suffixes Unit 3: Quiz 1 (Submit First-Person Story) Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 4 - Commas and Prefixes Unit 4: Lesson 7 - Planning an Essay, Suffixes Unit 4: Lesson 9 - Completing an Essay, Suffixes Unit 6: Lesson 1 - Adverbs Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Quiz 2		

**STRAND /
TOPIC**

Grade 3 English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Handwriting - Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

BENCHMARK / PROFICIENCY	3.FR.9.H.	Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.

3rd Grade ELA

Unit 1: Cursive Handwriting - a, d, g, and q
Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns
Unit 2: Lesson 4 - Fluency and Verb Endings
Unit 2: Lesson 8 - Graphic Organizers
Unit 3: Lesson 4 - Editing and Prefixes
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement
Unit 4: Lesson 4 - Commas and Prefixes
Unit 4: Lesson 8 - Writing the Essay
Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives
Unit 5: Lesson 7 - Theme, Point of View, and Contractions
Unit 6: Lesson 3 - Listening to Poetry
Unit 6: Lesson 8 - Writing and Revising a Poem
Unit 7 : Lesson 3 - Reading Drama and Homophones
Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)
Unit 8: Lesson 4 - Cultural Literary Non-fiction
Unit 8: Lesson 8 - Point of View, Biography, and Autobiography
Unit 9 : Lesson 3 - Expository Sequence
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
Unit 10: Lesson 8 - Present a PowerPoint® Presentation

BENCHMARK / 3.FR.10. Produce cursive writing with accuracy and automaticity.
PROFICIENCY H.

3rd Grade ELA

Unit 1: Cursive Handwriting - a, d, g, and q
Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns
Unit 2: Lesson 4 - Fluency and Verb Endings
Unit 2: Lesson 8 - Graphic Organizers
Unit 3: Lesson 4 - Editing and Prefixes
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement
Unit 4: Lesson 4 - Commas and Prefixes
Unit 4: Lesson 8 - Writing the Essay
Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives
Unit 5: Lesson 7 - Theme, Point of View, and Contractions
Unit 6: Lesson 3 - Listening to Poetry
Unit 6: Lesson 8 - Writing and Revising a Poem
Unit 7 : Lesson 3 - Reading Drama and Homophones
Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)
Unit 8: Lesson 4 - Cultural Literary Non-fiction
Unit 8: Lesson 8 - Point of View, Biography, and Autobiography
Unit 9 : Lesson 3 - Expository Sequence
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
Unit 10: Lesson 8 - Present a PowerPoint® Presentation

**STRAND /
TOPIC**

Grade 3 English Language Arts Standards

CONTENT STANDARD		Foundational Reading
PERFORMANCE EXPECTATION		Fluency - Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

BENCHMARK / 3.FR.11.F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension,
PROFICIENCY self-correcting as necessary.

3rd Grade ELA

Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs
Unit 2: Lesson 4 - Fluency and Verb Endings
Unit 5: Lesson 8 - Plot and Elements of Fiction
Unit 7 : Activity - Parts of a Script
Unit 7 : Lesson 3 - Reading Drama and Homophones

**STRAND /
TOPIC**

Grade 3 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / 3.RC.1.R. Ask questions about key details in a text.
PROFICIENCY F.

3rd Grade ELA

Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables
Unit 8: Activity - Non-Fiction Reading
Unit 8: Lesson 2 - Types of Non-fiction

BENCHMARK / PROFICIENCY	3.RC.2.R F.	Answer questions about key details in a text.

3rd Grade ELA

Unit 1: Lesson 3 - Narrative and Accented Syllables
Unit 1: Lesson 4 - Topic Sentences, Nouns, and Capitalization
Unit 1: Lesson 6 - Captions and Capitalization
Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns
Unit 1: Lesson 8 - Fluency and Pronouns
Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns
Unit 2: Lesson 4 - Fluency and Verb Endings
Unit 2: Lesson 6 - Fluency and Sentence Types
Unit 2: Lesson 8 - Graphic Organizers
Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement
Unit 4: Lesson 1 - Listening and Contractions
Unit 4: Lesson 2 - Outlining and Articles
Unit 5: Lesson 2 - Elements of Fiction
Unit 5: Lesson 4 - Characterization, Commas, and Syllables
Unit 5: Lesson 6 - Setting and Paragraphs
Unit 6: Lesson 2 - Elements of Poetry
Unit 6: Lesson 3 - Listening to Poetry
Unit 6: Lesson 5 - Forms of Poetry
Unit 7 : Lesson 2 - Elements of Drama
Unit 7 : Lesson 4 - Reading Drama and Final Syllables
Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables
Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)
Unit 8: Activity - Drawing of Cabin
Unit 8: Activity - Read Heidi
Unit 8: Lesson 1 - Inferences and Parts of Speech
Unit 8: Lesson 2 - Types of Non-fiction
Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue
Unit 8: Lesson 4 - Cultural Literary Non-fiction
Unit 8: Lesson 5 - Research and Homographs
Unit 8: Lesson 6 - Cultural Literature
Unit 8: Lesson 7 - Elements of Biography
Unit 8: Lesson 8 - Point of View, Biography, and Autobiography
Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs
Unit 9 : Lesson 2 - Expository Writing
Unit 9 : Lesson 3 - Expository Sequence
Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations
Unit 10: Lesson 4 - Different Types of Media
Unit 10: Lesson 5 - Differences Between Print and Electronic Media
Unit 10: Lesson 6 - Write a PowerPoint® Presentation

BENCHMARK / PROFICIENCY	3.RC.3.R F.	Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.

3rd Grade ELA

Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables
Unit 1: Lesson 3 - Narrative and Accented Syllables
Unit 1: Lesson 4 - Topic Sentences, Nouns, and Capitalization
Unit 1: Lesson 6 - Captions and Capitalization
Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns
Unit 1: Lesson 8 - Fluency and Pronouns
Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs
Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns
Unit 2: Lesson 4 - Fluency and Verb Endings
Unit 2: Lesson 6 - Fluency and Sentence Types
Unit 2: Lesson 8 - Graphic Organizers
Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns
Unit 3: Lesson 6 - Revising with Verbs and Adjectives
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement
Unit 4: Lesson 1 - Listening and Contractions

Unit 4: Lesson 2 - Outlining and Articles
Unit 4: Lesson 5 - Adjectives and Commas
Unit 4: Lesson 6 - Learning about Essays
Unit 4: Lesson 8 - Writing the Essay
Unit 5: Lesson 1 - Possessive Nouns and Syllabication
Unit 5: Lesson 2 - Elements of Fiction
Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives
Unit 5: Lesson 4 - Characterization, Commas, and Syllables
Unit 5: Lesson 6 - Setting and Paragraphs
Unit 5: Lesson 7 - Theme, Point of View, and Contractions
Unit 5: Lesson 8 - Plot and Elements of Fiction
Unit 6: Lesson 1 - Adverbs
Unit 6: Lesson 2 - Elements of Poetry
Unit 6: Lesson 3 - Listening to Poetry
Unit 6: Lesson 5 - Forms of Poetry
Unit 6: Lesson 6 - Forms of Poetry (Continued)
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7 : Activity - Parts of a Script
Unit 7 : Activity - Underlining Homophones
Unit 7 : Lesson 1 - Prepositions and Syllables
Unit 7 : Lesson 2 - Elements of Drama
Unit 7 : Lesson 3 - Reading Drama and Homophones
Unit 7 : Lesson 4 - Reading Drama and Final Syllables
Unit 7 : Lesson 6 - Writing a Drama
Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables
Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)
Unit 7 : Lesson 9 - Capitalization
Unit 7 : Quiz 1
Unit 8: Activity - Drawing of Cabin
Unit 8: Activity - Non-Fiction Reading
Unit 8: Activity - Read Heidi
Unit 8: Lesson 1 - Inferences and Parts of Speech
Unit 8: Lesson 2 - Types of Non-fiction
Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue
Unit 8: Lesson 4 - Cultural Literary Non-fiction
Unit 8: Lesson 5 - Research and Homographs
Unit 8: Lesson 6 - Cultural Literature
Unit 8: Lesson 7 - Elements of Biography
Unit 8: Lesson 8 - Point of View, Biography, and Autobiography
Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs
Unit 9 : Lesson 2 - Expository Writing
Unit 9 : Lesson 3 - Expository Sequence
Unit 9 : Lesson 4 - Research and Digraphs
Unit 9 : Lesson 5 - Problem-Solution Essays
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure
Unit 9 : Quiz 2 (Submit Problem-Solution Essay)
Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations
Unit 10: Lesson 2 - Research Techniques
Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
Unit 10: Lesson 4 - Different Types of Media
Unit 10: Lesson 5 - Differences Between Print and Electronic Media
Unit 10: Lesson 6 - Write a PowerPoint® Presentation

BENCHMARK / PROFICIENCY	3.RC.4.R F.	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

3rd Grade ELA

Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables
Unit 1: Lesson 3 - Narrative and Accented Syllables
Unit 1: Lesson 5 - Genres and Capitalization
Unit 1: Lesson 6 - Captions and Capitalization
Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns
Unit 1: Lesson 8 - Fluency and Pronouns
Unit 1: Quiz 3
Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs

Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns
 Unit 2: Lesson 4 - Fluency and Verb Endings
 Unit 2: Lesson 6 - Fluency and Sentence Types
 Unit 2: Lesson 8 - Graphic Organizers
 Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns
 Unit 3: Lesson 6 - Revising with Verbs and Adjectives
 Unit 3: Lesson 7 - Media and Simple and Compound Sentences
 Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement
 Unit 3: Quiz 1 (Submit First-Person Story)
 Unit 4: Lesson 1 - Listening and Contractions
 Unit 4: Lesson 2 - Outlining and Articles
 Unit 4: Lesson 5 - Adjectives and Commas
 Unit 4: Lesson 6 - Learning about Essays
 Unit 4: Lesson 8 - Writing the Essay
 Unit 5: Lesson 1 - Possessive Nouns and Syllabication
 Unit 5: Lesson 2 - Elements of Fiction
 Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives
 Unit 5: Lesson 4 - Characterization, Commas, and Syllables
 Unit 5: Lesson 6 - Setting and Paragraphs
 Unit 5: Lesson 7 - Theme, Point of View, and Contractions
 Unit 5: Lesson 8 - Plot and Elements of Fiction
 Unit 6: Lesson 1 - Adverbs
 Unit 6: Lesson 2 - Elements of Poetry
 Unit 6: Lesson 3 - Listening to Poetry
 Unit 6: Lesson 5 - Forms of Poetry
 Unit 6: Lesson 6 - Forms of Poetry (Continued)
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 7 : Activity - Parts of a Script
 Unit 7 : Activity - Underlining Homophones
 Unit 7 : Lesson 1 - Prepositions and Syllables
 Unit 7 : Lesson 2 - Elements of Drama
 Unit 7 : Lesson 3 - Reading Drama and Homophones
 Unit 7 : Lesson 4 - Reading Drama and Final Syllables
 Unit 7 : Lesson 6 - Writing a Drama
 Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables
 Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)
 Unit 7 : Lesson 9 - Capitalization
 Unit 7 : Quiz 1
 Unit 8: Activity - Drawing of Cabin
 Unit 8: Activity - Non-Fiction Reading
 Unit 8: Activity - Read Heidi
 Unit 8: Lesson 1 - Inferences and Parts of Speech
 Unit 8: Lesson 2 - Types of Non-fiction
 Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue
 Unit 8: Lesson 4 - Cultural Literary Non-fiction
 Unit 8: Lesson 5 - Research and Homographs
 Unit 8: Lesson 6 - Cultural Literature
 Unit 8: Lesson 7 - Elements of Biography
 Unit 8: Lesson 8 - Point of View, Biography, and Autobiography
 Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs
 Unit 9 : Lesson 2 - Expository Writing
 Unit 9 : Lesson 3 - Expository Sequence
 Unit 9 : Lesson 4 - Research and Digraphs
 Unit 9 : Lesson 5 - Problem-Solution Essays
 Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
 Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
 Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure
 Unit 9 : Quiz 2 (Submit Problem-Solution Essay)
 Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations
 Unit 10: Lesson 2 - Research Techniques
 Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
 Unit 10: Lesson 4 - Different Types of Media
 Unit 10: Lesson 5 - Differences Between Print and Electronic Media
 Unit 10: Lesson 6 - Write a PowerPoint® Presentation

BENCHMARK / PROFICIENCY	3.RC.5.R F.	Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text. <u>3rd Grade ELA</u> Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables Unit 1: Lesson 3 - Narrative and Accented Syllables

BENCHMARK / PROFICIENCY	3.RC.6.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. <u>3rd Grade ELA</u> Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables Unit 1: Lesson 6 - Captions and Capitalization Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns Unit 4: Lesson 1 - Listening and Contractions Unit 4: Lesson 2 - Outlining and Articles Unit 6: Lesson 2 - Elements of Poetry Unit 6: Lesson 5 - Forms of Poetry Unit 7 : Lesson 9 - Capitalization Unit 8: Activity - Drawing of Cabin Unit 8: Activity - Non-Fiction Reading Unit 8: Lesson 2 - Types of Non-fiction Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs

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Grade 3 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	3.RC.7.RL .	Describe how characters respond to major events and challenges. <u>3rd Grade ELA</u> Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables Unit 1: Lesson 3 - Narrative and Accented Syllables Unit 1: Lesson 8 - Fluency and Pronouns Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 3: Lesson 6 - Revising with Verbs and Adjectives Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement Unit 3: Quiz 1 (Submit First-Person Story) Unit 4: Lesson 5 - Adjectives and Commas Unit 5: Lesson 1 - Possessive Nouns and Syllabication Unit 5: Lesson 2 - Elements of Fiction Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives Unit 5: Lesson 4 - Characterization, Commas, and Syllables Unit 5: Lesson 5 - Creating a Character and Editing Unit 5: Lesson 8 - Plot and Elements of Fiction Unit 5: Quiz 2 Unit 5: Quiz 3 (Submit Fiction Story) Unit 6: Lesson 5 - Forms of Poetry Unit 7 : Activity - Parts of a Script Unit 7 : Lesson 2 - Elements of Drama Unit 7 : Lesson 3 - Reading Drama and Homophones Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Lesson 6 - Writing a Drama Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)

BENCHMARK / PROFICIENCY	3.RC.8.R L.	Describe the main story elements (plot), including characters, setting, events, problem, and solution. <u>3rd Grade ELA</u> Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables Unit 1: Lesson 3 - Narrative and Accented Syllables Unit 1: Lesson 8 - Fluency and Pronouns Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 3: Lesson 6 - Revising with Verbs and Adjectives Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement Unit 3: Quiz 1 (Submit First-Person Story) Unit 4: Lesson 5 - Adjectives and Commas Unit 5: Lesson 1 - Possessive Nouns and Syllabication Unit 5: Lesson 2 - Elements of Fiction Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives Unit 5: Lesson 4 - Characterization, Commas, and Syllables Unit 5: Lesson 5 - Creating a Character and Editing Unit 5: Lesson 6 - Setting and Paragraphs Unit 5: Lesson 8 - Plot and Elements of Fiction Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 (Submit Fiction Story) Unit 6: Lesson 5 - Forms of Poetry Unit 7 : Activity - Parts of a Script Unit 7 : Lesson 2 - Elements of Drama Unit 7 : Lesson 3 - Reading Drama and Homophones Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Lesson 6 - Writing a Drama Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued) Unit 7 : Quiz 1
BENCHMARK / PROFICIENCY	3.RC.9.R L.	Compare and contrast stories from the same author with the same or similar characters. <u>3rd Grade ELA</u> Unit 5: Lesson 1 - Possessive Nouns and Syllabication Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)
BENCHMARK / PROFICIENCY	3.RC.10. RL.	Explain how information gained from visual images in a text contributes to understanding the text. <u>3rd Grade ELA</u> Unit 6: Lesson 2 - Elements of Poetry
BENCHMARK / PROFICIENCY	3.RC.11. RL.	Distinguish the reader's perspective from that of the author, narrator, or character(s). <u>3rd Grade ELA</u> Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 3: Quiz 1 (Submit First-Person Story) Unit 5: Lesson 2 - Elements of Fiction Unit 5: Lesson 6 - Setting and Paragraphs Unit 5: Lesson 7 - Theme, Point of View, and Contractions Unit 5: Quiz 1 Unit 5: Quiz 3 (Submit Fiction Story) Unit 7 : Lesson 6 - Writing a Drama

BENCHMARK / PROFICIENCY	3.RC.12. RL.	Describe the major differences in the structural elements of poems, dramas, and stories.
<u>3rd Grade ELA</u> Unit 1: Lesson 4 - Topic Sentences, Nouns, and Capitalization Unit 5: Lesson 6 - Setting and Paragraphs Unit 5: Lesson 7 - Theme, Point of View, and Contractions Unit 5: Lesson 8 - Plot and Elements of Fiction Unit 5: Quiz 2 Unit 5: Quiz 3 (Submit Fiction Story) Unit 6: Lesson 2 - Elements of Poetry Unit 6: Lesson 4 - Writing Poetry, Antonyms, and Synonyms Unit 6: Lesson 5 - Forms of Poetry Unit 6: Lesson 6 - Forms of Poetry (Continued) Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 7 : Lesson 2 - Elements of Drama Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Lesson 7 - Comparing and Contrasting Folktales, and Syllables Unit 7 : Lesson 8 - Comparing and Contrasting Folktales (continued)		

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Grade 3 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	3.RC.13.R I.	Explain how an author uses reasons and evidence to support specific points in a text.

3rd Grade ELA

Unit 1: Lesson 2 - Outside Reading, Reading Journal, and Syllables
Unit 1: Lesson 4 - Topic Sentences, Nouns, and Capitalization
Unit 1: Lesson 6 - Captions and Capitalization
Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns
Unit 2: Lesson 4 - Fluency and Verb Endings
Unit 2: Lesson 6 - Fluency and Sentence Types
Unit 2: Lesson 8 - Graphic Organizers
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 4: Lesson 1 - Listening and Contractions
Unit 4: Lesson 2 - Outlining and Articles
Unit 4: Lesson 5 - Adjectives and Commas
Unit 4: Lesson 6 - Learning about Essays
Unit 4: Lesson 8 - Writing the Essay
Unit 5: Lesson 1 - Possessive Nouns and Syllabication
Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives
Unit 5: Lesson 6 - Setting and Paragraphs
Unit 6: Lesson 1 - Adverbs
Unit 6: Lesson 2 - Elements of Poetry
Unit 6: Lesson 5 - Forms of Poetry
Unit 6: Quiz 1
Unit 7 : Lesson 1 - Prepositions and Syllables
Unit 7 : Lesson 9 - Capitalization
Unit 7 : Quiz 1
Unit 8: Activity - Drawing of Cabin
Unit 8: Activity - Non-Fiction Reading
Unit 8: Activity - Read Heidi
Unit 8: Lesson 1 - Inferences and Parts of Speech
Unit 8: Lesson 2 - Types of Non-fiction
Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue
Unit 8: Lesson 4 - Cultural Literary Non-fiction
Unit 8: Lesson 5 - Research and Homographs
Unit 8: Lesson 6 - Cultural Literature
Unit 8: Lesson 7 - Elements of Biography
Unit 8: Lesson 8 - Point of View, Biography, and Autobiography
Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs
Unit 9 : Lesson 2 - Expository Writing
Unit 9 : Lesson 3 - Expository Sequence
Unit 9 : Lesson 4 - Research and Digraphs
Unit 9 : Lesson 5 - Problem-Solution Essays
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure
Unit 9 : Quiz 2 (Submit Problem-Solution Essay)
Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations
Unit 10: Lesson 2 - Research Techniques
Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
Unit 10: Lesson 4 - Different Types of Media
Unit 10: Lesson 5 - Differences Between Print and Electronic Media
Unit 10: Lesson 6 - Write a PowerPoint® Presentation

BENCHMARK / PROFICIENCY	3.RC.15. RI.	Describe how each successive part or paragraph builds on earlier sections. <u>3rd Grade ELA</u> Unit 1: Lesson 4 - Topic Sentences, Nouns, and Capitalization Unit 8: Activity - Non-Fiction Reading Unit 8: Activity - Read Heidi Unit 8: Lesson 2 - Types of Non-fiction Unit 8: Lesson 4 - Cultural Literary Non-fiction Unit 8: Lesson 6 - Cultural Literature Unit 8: Lesson 7 - Elements of Biography Unit 8: Lesson 8 - Point of View, Biography, and Autobiography Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs Unit 9 : Lesson 2 - Expository Writing Unit 9 : Lesson 3 - Expository Sequence Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure Unit 9 : Quiz 1 Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations
BENCHMARK / PROFICIENCY	3.RC.16. RI.	Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic. <u>3rd Grade ELA</u> Unit 1: Lesson 6 - Captions and Capitalization Unit 1: Quiz 2 Unit 8: Activity - Non-Fiction Reading Unit 8: Lesson 2 - Types of Non-fiction Unit 8: Quiz 2 Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure Unit 10: Lesson 2 - Research Techniques Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay Unit 10: Quiz 1 (Submit Argumentative Essay)
BENCHMARK / PROFICIENCY	3.RC.17. RI.	Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text. <u>3rd Grade ELA</u> Unit 1: Lesson 6 - Captions and Capitalization Unit 1: Quiz 2 Unit 8: Activity - Non-Fiction Reading Unit 8: Activity - Read Heidi Unit 8: Lesson 2 - Types of Non-fiction Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue Unit 8: Lesson 4 - Cultural Literary Non-fiction Unit 8: Lesson 6 - Cultural Literature Unit 8: Lesson 7 - Elements of Biography Unit 8: Lesson 8 - Point of View, Biography, and Autobiography Unit 9 : Lesson 1 - Informational Texts, Digraphs, and Diphthongs Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure Unit 10: Lesson 2 - Research Techniques Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
STRAND / TOPIC	Grade 3 English Language Arts Standards	
CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	

PERFORMANCE E EXPECTATION	3.V.1.	Determine or clarify the meaning of words and phrases in a text read aloud or independently. <u>3rd Grade ELA</u> Unit 4: Lesson 1 - Listening and Contractions Unit 6: Lesson 3 - Listening to Poetry Unit 6: Lesson 5 - Forms of Poetry
PERFORMANCE E EXPECTATION	3.V.2.	Use context clues to identify the meaning of words or phrases. <u>3rd Grade ELA</u> Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue Unit 8: Quiz 1 Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations
PERFORMANCE E EXPECTATION	3.V.3.	Generate synonyms and antonyms for common nouns, verbs, and adjectives. <u>3rd Grade ELA</u> Unit 1: Lesson 7 - Key Words and Singular and Plural Nouns Unit 6: Lesson 4 - Writing Poetry, Antonyms, and Synonyms Unit 6: Lesson 5 - Forms of Poetry Unit 6: Quiz 2
PERFORMANCE E EXPECTATION	3.V.4.	Distinguish shades of meaning among related words. <u>3rd Grade ELA</u> Unit 7 : Lesson 5 - Traditional Dramas Unit 7 : Lesson 6 - Writing a Drama Unit 7 : Lesson 9 - Capitalization Unit 7 : Quiz 2
PERFORMANCE E EXPECTATION	3.V.5.	Distinguish the literal and nonliteral meanings of words and phrases in context. <u>3rd Grade ELA</u> Unit 6: Lesson 2 - Elements of Poetry Unit 6: Lesson 3 - Listening to Poetry Unit 6: Quiz 1 Unit 7 : Activity - Underlining Homophones Unit 8: Lesson 2 - Types of Non-fiction Unit 8: Lesson 3 - Sensory Language, Quotation Marks, and Dialogue Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations

PERFORMANCE EXPECTATION	3.V.6.	Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion). <u>3rd Grade ELA</u> Unit 1: Lesson 1 - Nouns and Word Origins Unit 1: Quiz 1 Unit 1: Write the Spelling Words 5 Times Unit 3: Activity - Climb the Mountain! Unit 3: Lesson 1 - Narrative, Noun/Verb Agreement, and Spelling Patterns Unit 3: Lesson 4 - Editing and Prefixes Unit 3: Lesson 5 - Verbs and Adjectives Unit 3: Lesson 7 - Media and Simple and Compound Sentences Unit 3: Lesson 9 - Audio Story, Conjunctions, and Suffixes Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 4 - Commas and Prefixes Unit 4: Lesson 7 - Planning an Essay, Suffixes Unit 4: Lesson 9 - Completing an Essay, Suffixes Unit 6: Lesson 1 - Adverbs Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Quiz 2

STRAND / TOPIC

Grade 3 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	3.W.1.S.	Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources.

3rd Grade ELA

Unit 4: Lesson 7 - Planning an Essay, Suffixes

Unit 4: Lesson 8 - Writing the Essay

Unit 4: Lesson 9 - Completing an Essay, Suffixes

Unit 4: Quiz 3 (Submit Essay)

Unit 9 : Lesson 4 - Research and Digraphs

Unit 9 : Lesson 5 - Problem-Solution Essays

Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension

Unit 10: Lesson 2 - Research Techniques

Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay

Unit 10: Lesson 7 - Write a PowerPoint® Presentation (continued)

Unit 10: Quiz 1 (Submit Argumentative Essay)

Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	3.W.2.S.	Write informative or explanatory pieces about a topic, using sources.

3rd Grade ELA

Unit 8: Activity - Write a Letter

Unit 8: Lesson 9 - Writing a Letter

Unit 9 : Lesson 4 - Research and Digraphs

Unit 9 : Lesson 5 - Problem-Solution Essays

Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension

Unit 9 : Lesson 9 - Writing a Procedural Text

Unit 9 : Quiz 3 (Submit Procedural Text)

Unit 10: Lesson 2 - Research Techniques

Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay

BENCHMARK / PROFICIENCY	3.W.3.S.	Write a narrative with a logical plot (sequence of events, characters, and setting).
		<u>3rd Grade ELA</u> Unit 2: Lesson 5 - Writing Process with Graphic Organizers Unit 2: Quiz 2 Unit 3: Lesson 2 - Writing a Personal Narrative Unit 3: Lesson 3 - Revising Unit 3: Lesson 7 - Media and Simple and Compound Sentences Unit 3: Quiz 1 (Submit First-Person Story) Unit 5: Lesson 5 - Creating a Character and Editing Unit 5: Lesson 6 - Setting and Paragraphs Unit 5: Lesson 9 - Writing a Fiction Story Unit 5: Quiz 3 (Submit Fiction Story) Unit 7 : Lesson 6 - Writing a Drama Unit 9 : Lesson 3 - Expository Sequence Unit 9 : Lesson 5 - Problem-Solution Essays Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension Unit 9 : Quiz 2 (Submit Problem-Solution Essay) Unit 10: Lesson 5 - Differences Between Print and Electronic Media

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Grade 3 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing, the writing process, and research.

BENCHMARK / PROFICIENCY	3.W.4.P.	Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.

3rd Grade ELA

Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns
Unit 2: Lesson 9 - Outlines and Exclamatory Sentences
Unit 3: Lesson 2 - Writing a Personal Narrative
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 3: Quiz 1 (Submit First-Person Story)
Unit 4: Lesson 2 - Outlining and Articles
Unit 4: Lesson 3 - Writing a Speech and Spelling
Unit 4: Lesson 6 - Learning about Essays
Unit 4: Lesson 7 - Planning an Essay, Suffixes
Unit 4: Lesson 8 - Writing the Essay
Unit 4: Lesson 9 - Completing an Essay, Suffixes
Unit 4: Quiz 3 (Submit Essay)
Unit 5: Lesson 5 - Creating a Character and Editing
Unit 5: Lesson 9 - Writing a Fiction Story
Unit 5: Quiz 3 (Submit Fiction Story)
Unit 6: Lesson 7 - Drafting a Poem
Unit 6: Lesson 8 - Writing and Revising a Poem
Unit 6: Lesson 9 - Writing and Editing a Poem
Unit 6: Quiz 3 (Submit Poem)
Unit 7 : Lesson 6 - Writing a Drama
Unit 8: Activity - Write a Letter
Unit 8: Lesson 9 - Writing a Letter
Unit 9 : Lesson 3 - Expository Sequence
Unit 9 : Lesson 4 - Research and Digraphs
Unit 9 : Lesson 5 - Problem-Solution Essays
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure
Unit 9 : Lesson 9 - Writing a Procedural Text
Unit 9 : Quiz 2 (Submit Problem-Solution Essay)
Unit 9 : Quiz 3 (Submit Procedural Text)
Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
Unit 10: Lesson 7 - Write a PowerPoint® Presentation (continued)
Unit 10: Quiz 1 (Submit Argumentative Essay)
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	3.W.5.P.	Organize writing logically, constructing an introduction, body, and conclusion.

3rd Grade ELA

Unit 2: Lesson 5 - Writing Process with Graphic Organizers
Unit 2: Lesson 9 - Outlines and Exclamatory Sentences
Unit 3: Lesson 2 - Writing a Personal Narrative
Unit 3: Lesson 7 - Media and Simple and Compound Sentences
Unit 3: Quiz 1 (Submit First-Person Story)
Unit 4: Lesson 2 - Outlining and Articles
Unit 4: Lesson 3 - Writing a Speech and Spelling
Unit 4: Lesson 7 - Planning an Essay, Suffixes
Unit 4: Lesson 8 - Writing the Essay
Unit 4: Lesson 9 - Completing an Essay, Suffixes
Unit 4: Quiz 1
Unit 4: Quiz 3 (Submit Essay)
Unit 5: Lesson 9 - Writing a Fiction Story
Unit 5: Quiz 3 (Submit Fiction Story)
Unit 6: Lesson 7 - Drafting a Poem
Unit 6: Lesson 8 - Writing and Revising a Poem
Unit 6: Lesson 9 - Writing and Editing a Poem
Unit 6: Quiz 3 (Submit Poem)
Unit 8: Activity - Write a Letter
Unit 8: Lesson 9 - Writing a Letter
Unit 9 : Lesson 4 - Research and Digraphs
Unit 9 : Lesson 5 - Problem-Solution Essays
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Lesson 8 - Procedural Text and Paragraph Structure
Unit 9 : Lesson 9 - Writing a Procedural Text
Unit 9 : Quiz 2 (Submit Problem-Solution Essay)
Unit 9 : Quiz 3 (Submit Procedural Text)
Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
Unit 10: Lesson 7 - Write a PowerPoint© Presentation (continued)
Unit 10: Quiz 1 (Submit Argumentative Essay)
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	3.W.6.P.	Use transitional words and phrases to connect ideas.

3rd Grade ELA

Unit 5: Lesson 9 - Writing a Fiction Story
Unit 5: Quiz 3 (Submit Fiction Story)
Unit 8: Activity - Write a Letter
Unit 8: Lesson 9 - Writing a Letter
Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension
Unit 9 : Quiz 2 (Submit Problem-Solution Essay)
Unit 10: Lesson 7 - Write a PowerPoint© Presentation (continued)
Unit 10: Quiz 1 (Submit Argumentative Essay)
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	3.W.7.P.	Plan and revise writing, using words, phrases, and sentences for effect. <u>3rd Grade ELA</u> Unit 2: Lesson 2 - Draft, Noun/Verb Agreement, and Spelling Patterns Unit 2: Lesson 5 - Writing Process with Graphic Organizers Unit 2: Lesson 8 - Graphic Organizers Unit 2: Lesson 9 - Outlines and Exclamatory Sentences Unit 2: Quiz 1 Unit 3: Lesson 3 - Revising Unit 3: Lesson 4 - Editing and Prefixes Unit 3: Lesson 6 - Revising with Verbs and Adjectives Unit 4: Lesson 3 - Writing a Speech and Spelling Unit 4: Lesson 7 - Planning an Essay, Suffixes Unit 4: Lesson 9 - Completing an Essay, Suffixes Unit 5: Lesson 5 - Creating a Character and Editing Unit 5: Lesson 9 - Writing a Fiction Story Unit 6: Lesson 7 - Drafting a Poem Unit 7 : Lesson 6 - Writing a Drama Unit 9 : Lesson 5 - Problem-Solution Essays Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension Unit 9 : Lesson 9 - Writing a Procedural Text Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
BENCHMARK / PROFICIENCY	3.W.8.P.	Edit writing to include K-3 language conventions for publishing. <u>3rd Grade ELA</u> Unit 1: Lesson 6 - Captions and Capitalization Unit 3: Lesson 3 - Revising Unit 3: Lesson 4 - Editing and Prefixes Unit 3: Lesson 6 - Revising with Verbs and Adjectives Unit 4: Lesson 9 - Completing an Essay, Suffixes Unit 5: Activity - Editing Unit 5: Lesson 5 - Creating a Character and Editing Unit 5: Lesson 9 - Writing a Fiction Story Unit 6: Lesson 9 - Writing and Editing a Poem Unit 9 : Lesson 9 - Writing a Procedural Text Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay Unit 10: Lesson 7 - Write a PowerPoint® Presentation (continued)
BENCHMARK / PROFICIENCY	3.W.9.P.	Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response. <u>3rd Grade ELA</u> Unit 2: Lesson 8 - Graphic Organizers Unit 4: Lesson 3 - Writing a Speech and Spelling Unit 9 : Lesson 4 - Research and Digraphs Unit 9 : Lesson 5 - Problem-Solution Essays Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension Unit 10: Lesson 2 - Research Techniques Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay
BENCHMARK / PROFICIENCY	3.W.10.P.	Take notes from sources and sort evidence into categories. <u>3rd Grade ELA</u> Unit 2: Lesson 8 - Graphic Organizers Unit 9 : Lesson 4 - Research and Digraphs Unit 9 : Lesson 5 - Problem-Solution Essays Unit 9 : Lesson 6 - Writing a Problem-Solution Essay and Comprehension Unit 10: Lesson 3 - Research, Organize, and Write a Persuasive Essay

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Oral Language - Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

BENCHMARK / PROFICIENCY 3.CC.1.O L. Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

3rd Grade ELA

Unit 10: Lesson 8 - Present a PowerPoint© Presentation
Unit 10: Lesson 9 - Viewing and Discussing Presentations
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY 3.CC.2.O L. Ask and answer questions about what a speaker says to gather additional information and clarify understanding.

3rd Grade ELA

Unit 8: Lesson 9 - Writing a Letter
Unit 10: Lesson 8 - Present a PowerPoint© Presentation
Unit 10: Lesson 9 - Viewing and Discussing Presentations
Unit 10: Quiz 3

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Grade 3 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK / PROFICIENCY 3.CC.3.P. Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

3rd Grade ELA

Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs
Unit 2: Lesson 6 - Fluency and Sentence Types
Unit 7 : Activity - Parts of a Script
Unit 7 : Lesson 3 - Reading Drama and Homophones
Unit 10: Lesson 8 - Present a PowerPoint© Presentation
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY 3.CC.4.P. Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.

3rd Grade ELA

Unit 3: Lesson 9 - Audio Story, Conjunctions, and Suffixes
Unit 10: Lesson 7 - Write a PowerPoint© Presentation (continued)
Unit 10: Quiz 3

BENCHMARK / PROFICIENCY	3.CC.5.P.	Speak audibly in collaborative communication and presentations.
		<u>3rd Grade ELA</u> Unit 2: Lesson 1 - Fluency, Writing Process, and Verbs Unit 2: Lesson 4 - Fluency and Verb Endings Unit 2: Lesson 6 - Fluency and Sentence Types Unit 7 : Activity - Parts of a Script Unit 7 : Lesson 3 - Reading Drama and Homophones Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 8: Lesson 5 - Research and Homographs Unit 9 : Lesson 4 - Research and Digraphs Unit 9 : Lesson 7 - Cause-Effect Relationships and Consonant Combinations Unit 10: Lesson 1 - Argumentative Text and Vowel Combinations Unit 10: Lesson 2 - Research Techniques Unit 10: Lesson 4 - Different Types of Media Unit 10: Lesson 8 - Present a PowerPoint® Presentation Unit 10: Quiz 3
STRAND / TOPIC	Grade 3 English Language Arts Standards	
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structures - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	3.L.3.S.	Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house). <u>3rd Grade ELA</u> Unit 1: Lesson 9 - Possessive Nouns and Pronouns Unit 1: Quiz 3
BENCHMARK / PROFICIENCY	3.L.4.S.	Use indefinite pronouns (e.g., all, any, many, each). <u>3rd Grade ELA</u> Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement
BENCHMARK / PROFICIENCY	3.L.6.S.	Use possessive pronouns (e.g., their, whose). <u>3rd Grade ELA</u> Unit 1: Lesson 9 - Possessive Nouns and Pronouns Unit 1: Quiz 3
BENCHMARK / PROFICIENCY	3.L.7.S.	Use pronoun/antecedent agreement. <u>3rd Grade ELA</u> Unit 3: Lesson 8 - Conjunctions and Noun/Pronoun Agreement Unit 3: Lesson 9 - Audio Story, Conjunctions, and Suffixes

BENCHMARK / PROFICIENCY	3.L.8.S.	Use proper adjectives (e.g., French, Spanish). <u>3rd Grade ELA</u> Unit 3: Lesson 4 - Editing and Prefixes Unit 3: Lesson 5 - Verbs and Adjectives Unit 3: Lesson 6 - Revising with Verbs and Adjectives Unit 3: Lesson 9 - Audio Story, Conjunctions, and Suffixes Unit 3: Quiz 2 Unit 4: Lesson 2 - Outlining and Articles Unit 4: Lesson 5 - Adjectives and Commas Unit 4: Lesson 6 - Learning about Essays Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 (Submit Essay) Unit 6: Lesson 1 - Adverbs Unit 6: Lesson 6 - Forms of Poetry (Continued) Unit 6: Quiz 1 Unit 7 : Lesson 4 - Reading Drama and Final Syllables Unit 7 : Lesson 5 - Traditional Dramas Unit 7 : Lesson 6 - Writing a Drama Unit 7 : Quiz 2 Unit 8: Lesson 1 - Inferences and Parts of Speech
BENCHMARK / PROFICIENCY	3.L.9.S.	Use comparative and superlative adjectives (e.g., larger, largest). <u>3rd Grade ELA</u> Unit 7 : Lesson 5 - Traditional Dramas Unit 7 : Lesson 6 - Writing a Drama Unit 7 : Lesson 9 - Capitalization Unit 7 : Quiz 2
BENCHMARK / PROFICIENCY	3.L.10.S.	Use regular and irregular verbs in past and present tenses. <u>3rd Grade ELA</u> Unit 2: Lesson 3 - Book Review, Verb Tenses, and Spelling Patterns Unit 2: Lesson 4 - Fluency and Verb Endings Unit 2: Quiz 1 Unit 3: Lesson 4 - Editing and Prefixes
BENCHMARK / PROFICIENCY	3.L.12.S.	Use adverbs. <u>3rd Grade ELA</u> Unit 6: Lesson 1 - Adverbs Unit 6: Lesson 6 - Forms of Poetry (Continued) Unit 6: Quiz 1 Unit 7 : Lesson 6 - Writing a Drama Unit 7 : Lesson 9 - Capitalization Unit 7 : Quiz 2 Unit 8: Lesson 1 - Inferences and Parts of Speech
BENCHMARK / PROFICIENCY	3.L.13.S.	Use coordinating conjunctions (FANBOYS). <u>3rd Grade ELA</u> Unit 3: Quiz 3
BENCHMARK / PROFICIENCY	3.L.15.S.	Use prepositional phrases. <u>3rd Grade ELA</u> Unit 7 : Lesson 1 - Prepositions and Syllables Unit 7 : Quiz 1

BENCHMARK / PROFICIENCY	3.L.16.S.	Form contractions, using an apostrophe. <u>3rd Grade ELA</u> Unit 1: Lesson 9 - Possessive Nouns and Pronouns Unit 1: Quiz 3 Unit 4: Lesson 1 - Listening and Contractions Unit 4: Lesson 3 - Writing a Speech and Spelling Unit 4: Quiz 1 Unit 5: Lesson 1 - Possessive Nouns and Syllabication Unit 5: Lesson 3 - Sequence Writing, Plurals and Possessives Unit 5: Lesson 7 - Theme, Point of View, and Contractions Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	3.L.17.S.	Create, expand, and combine independent clauses to create compound sentences. <u>3rd Grade ELA</u> Unit 1: Lesson 1 - Nouns and Word Origins Unit 8: Lesson 2 - Types of Non-fiction

STRAND / TOPIC **Grade 3 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	3.L.18.C.	Capitalize words in titles. <u>3rd Grade ELA</u> Unit 7 : Lesson 9 - Capitalization Unit 7 : Quiz 3

BENCHMARK / PROFICIENCY	3.L.20.C.	Capitalize geographic names. <u>3rd Grade ELA</u> Unit 1: Lesson 4 - Topic Sentences, Nouns, and Capitalization Unit 1: Lesson 5 - Genres and Capitalization Unit 1: Lesson 6 - Captions and Capitalization Unit 1: Quiz 2 Unit 4: Lesson 9 - Completing an Essay, Suffixes Unit 7 : Lesson 9 - Capitalization Unit 7 : Quiz 3

BENCHMARK / PROFICIENCY	3.L.21.C.	Use commas in items in a series. <u>3rd Grade ELA</u> Unit 4: Lesson 4 - Commas and Prefixes Unit 4: Quiz 2 Unit 5: Lesson 4 - Characterization, Commas, and Syllables Unit 5: Quiz 2

BENCHMARK / PROFICIENCY	3.L.22.C.	Use commas in addresses. <u>3rd Grade ELA</u> Unit 8: Activity - Write a Letter Unit 8: Lesson 9 - Writing a Letter

BENCHMARK /
PROFICIENCY

3.L.23.C. Use a comma before a coordinating conjunction in a compound sentence.

3rd Grade ELA

Unit 3: Quiz 3

Main Criteria: Arkansas Standards
Secondary Criteria: 6th Grade Math
Subject: Mathematics
Grade: 6
Correlation Options: Show Correlated

Arkansas Standards
Mathematics
Grade: 6 - Adopted: 2023

STRAND / TOPIC **Grade 6 Mathematics Standards**

CONTENT STANDARD	6.NCC.	Number Concepts & Computations
PERFORMANCE EXPECTATION		Rational Numbers - Students use fractions, decimals, integers, and absolute values to represent real-world situations.

BENCHMARK / PROFICIENCY 6.NCC.1. Explain positive and negative integers as being opposite values or directions and the meaning of 0 in a real-world context.

6th Grade Math

Unit 1: Activity - Adding Integers Using Counters
Unit 1: Activity - Dividing Integers Using Counters
Unit 1: Activity - Multiplying Integers Using Counters
Unit 1: Activity - Subtracting Integers Using Counters
Unit 1: Lesson 3 - Classify Numbers
Unit 1: Lesson 4 - Integers
Unit 1: Lesson 5 - Addition of Integers
Unit 1: Lesson 6 - Subtraction of Integers
Unit 1: Lesson 7 - Multiplication of Integers
Unit 1: Lesson 8 - Division of Integers
Unit 1: Quiz 2
Unit 1: Quiz 3

BENCHMARK / PROFICIENCY 6.NCC.2. Find and plot rational numbers on horizontal and vertical number lines in real-world and mathematical problems.

6th Grade Math

Unit 1: Lesson 4 - Integers
Unit 1: Lesson 5 - Addition of Integers
Unit 1: Lesson 6 - Subtraction of Integers
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 2 - Rounding and Comparing Decimals
Unit 2: Quiz 1
Unit 3: Lesson 10 - Plotting Rational Numbers on the Number Line
Unit 3: Lesson 13 - Working With Opposites and Absolute Values With Rational Numbers
Unit 4: Lesson 4 - Percents and Fractions
Unit 4: Lesson 5 - Percents and Decimals
Unit 4: Lesson 6 - Comparing Fractions, Decimals, and Percents
Unit 4: Quiz 2
Unit 5: Lesson 9 - Activity
Unit 5: Lesson 9 - Inequalities With Variables
Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	6.NCC.3.	Compare rational numbers, using inequalities ($<$, $>$, $\leq$, $\geq$, $\neq$) and order on a number line. 6th Grade Math Unit 1: Lesson 4 - Integers Unit 1: Quiz 2 Unit 2: Lesson 2 - Rounding and Comparing Decimals Unit 2: Quiz 1 Unit 3: Lesson 12 - Comparing and Ordering Rational Numbers From Real-World Situations Unit 3: Lesson 13 - Working With Opposites and Absolute Values With Rational Numbers Unit 3: Lesson 14 - Using Absolute Value to Compare and Order Rational Numbers Unit 3: Lesson 3 - Equivalent Fractions Unit 3: Lesson 7 - Improper Fractions and Mixed Numbers Unit 3: Quiz 1 Unit 3: Quiz 3

BENCHMARK / PROFICIENCY	6.NCC.4.	Interpret the absolute value of numbers for positive or negative quantities in a real-world context. 6th Grade Math Unit 1: Lesson 4 - Integers Unit 1: Quiz 2 Unit 3: Lesson 13 - Working With Opposites and Absolute Values With Rational Numbers Unit 3: Lesson 14 - Using Absolute Value to Compare and Order Rational Numbers Unit 5: Lesson 9 - Activity Unit 5: Lesson 9 - Inequalities With Variables Unit 5: Quiz 3

BENCHMARK / PROFICIENCY	6.NCC.5.	Convert between fractions, decimals, and percents in real-world and mathematical problems. 6th Grade Math Unit 4: Lesson 4 - Percents and Fractions Unit 4: Lesson 5 - Percents and Decimals Unit 4: Lesson 6 - Comparing Fractions, Decimals, and Percents Unit 4: Lesson 7 - Solving Percent Problems Using Proportions Unit 4: Quiz 2 Unit 4: Quiz 3

**STRAND /
TOPIC**

Grade 6 Mathematics Standards

CONTENT STANDARD	6.NCC.	Number Concepts & Computations
PERFORMANCE EXPECTATION		Rational Number Operations - Students extend previous knowledge of operations to decimals and fractions, involving positive rational numbers.

BENCHMARK / PROFICIENCY	6.NCC.6.	Interpret and represent quotients of fractions. Fractions include all forms of fractions. 6th Grade Math Unit 3: Lesson 11 - Simplifying Expressions With Rational Numbers Unit 3: Lesson 6 - Divide Fractions Unit 3: Lesson 9 - Multiply and Divide Improper Fractions and Mixed Numbers Unit 3: Quiz 2 Unit 3: Quiz 3

BENCHMARK / PROFICIENCY	6.NCC.7.	Solve problems involving the division of fractions in real-world and mathematical problems. Fractions include all forms of fractions. <u>6th Grade Math</u> Unit 3: Lesson 11 - Simplifying Expressions With Rational Numbers Unit 3: Lesson 6 - Divide Fractions Unit 3: Lesson 9 - Multiply and Divide Improper Fractions and Mixed Numbers Unit 3: Quiz 2 Unit 3: Quiz 3
BENCHMARK / PROFICIENCY	6.NCC.8.	Divide multi-digit numbers fluently in real-world and mathematical problems. <u>6th Grade Math</u> Unit 1: Lesson 2 - Multiplication and Division of Whole Numbers Unit 1: Lesson 8 - Division of Integers Unit 1: Quiz 1
BENCHMARK / PROFICIENCY	6.NCC.9.	Use any standard algorithm to fluently add and subtract multi-digit decimals and fractions in real-world and mathematical problems. <u>6th Grade Math</u> Unit 1: Lesson 1 - Addition and Subtraction of Whole Numbers Unit 1: Quiz 1 Unit 2: Lesson 3 - Adding and Subtracting Decimals Unit 2: Quiz 1 Unit 3: Lesson 11 - Simplifying Expressions With Rational Numbers Unit 3: Lesson 12 - Comparing and Ordering Rational Numbers From Real-World Situations
BENCHMARK / PROFICIENCY	6.NCC.10.	Use any standard algorithm to fluently multiply and divide multi-digit decimals and fractions in real-world and mathematical problems. <u>6th Grade Math</u> Unit 1: Lesson 1 - Addition and Subtraction of Whole Numbers Unit 1: Quiz 1 Unit 2: Lesson 4 - Multiplying Decimals and Whole Numbers Unit 2: Lesson 5 - Multiplying Decimals by Decimals Unit 2: Lesson 6 - Dividing Decimals by Whole Numbers Unit 2: Lesson 7 - Dividing Decimals by Decimals Unit 2: Quiz 2 Unit 3: Lesson 11 - Simplifying Expressions With Rational Numbers

**STRAND /
TOPIC**

Grade 6 Mathematics Standards

CONTENT STANDARD	6.NCC.	Number Concepts & Computations
PERFORMANCE EXPECTATION		Common Factors and Multiples - Students use factors and multiples to solve problems.

BENCHMARK / PROFICIENCY	6.NCC.11.	Solve real-world and mathematical problems with the greatest common factor of two whole numbers less than or equal to 100. <u>6th Grade Math</u> Unit 3: Lesson 2 - Greatest Common Factor and Least Common Multiple Unit 3: Quiz 1 Unit 4: Lesson 2 - Rates Unit 4: Quiz 1

BENCHMARK / PROFICIENCY	6.NCC.1 2.	Solve real-world and mathematical problems with the least common multiple of two whole numbers less than or equal to 12. <u>6th Grade Math</u> Unit 3: Lesson 2 - Greatest Common Factor and Least Common Multiple Unit 3: Lesson 3 - Equivalent Fractions Unit 3: Lesson 4 - Add and Subtract Fractions Unit 3: Quiz 1 Unit 3: Quiz 2

BENCHMARK / PROFICIENCY	6.NCC.1 3.	Use the distributive property and the greatest common factor to rewrite the sum of two whole numbers, 1 through 100. <u>6th Grade Math</u> Unit 5: Lesson 1 - Properties of Operations Unit 5: Quiz 1

STRAND / TOPIC

Grade 6 Mathematics Standards

CONTENT STANDARD	6.PR.	Proportional Relationships
PERFORMANCE EXPECTATION		Ratio & Rates - Students understand ratio concepts and use proportional reasoning to solve problems.

BENCHMARK / PROFICIENCY	6.PR.1.	Use precise ratio language and notation to describe a ratio as a relationship between two quantities. <u>6th Grade Math</u> Unit 4: Activity - Using Tape Diagrams to Solve Ratio Problems Unit 4: Lesson 1 - Ratios Unit 4: Lesson 10 - Converting Between the Customary and Metric Systems Using Ratios and Proportions Unit 4: Lesson 3 - Proportions Unit 4: Lesson 7 - Solving Percent Problems Using Proportions Unit 4: Lesson 8 - Converting in the Customary System Using Ratios and Proportions Unit 4: Lesson 9 - Converting in the Metric System Using Ratios and Proportions Unit 4: Quiz 1 Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	6.PR.2.	Calculate unit rates to include unit pricing and constant speed. <u>6th Grade Math</u> Unit 4: Lesson 2 - Rates Unit 4: Quiz 1 Unit 10: Lesson 5 - Unit Price Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	6.PR.3.	Give examples of unit rates as a ratio that compares two quantities with different units of measure, limited to non-complex fractions. <u>6th Grade Math</u> Unit 4: Lesson 2 - Rates Unit 4: Quiz 1 Unit 10: Lesson 5 - Unit Price Unit 10: Quiz 2

BENCHMARK / PROFICIENCY	6.PR.4.	Create various representations to compare ratios and find missing values to solve real-world and mathematical problems.
		<u>6th Grade Math</u> Unit 4: Lesson 1 - Ratios Unit 4: Lesson 10 - Converting Between the Customary and Metric Systems Using Ratios and Proportions Unit 4: Lesson 3 - Proportions Unit 4: Lesson 7 - Solving Percent Problems Using Proportions Unit 4: Lesson 8 - Converting in the Customary System Using Ratios and Proportions Unit 4: Lesson 9 - Converting in the Metric System Using Ratios and Proportions Unit 4: Quiz 1 Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	6.PR.5.	Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole when given a part and the percent.
		<u>6th Grade Math</u> Unit 4: Lesson 4 - Percents and Fractions Unit 4: Lesson 5 - Percents and Decimals Unit 4: Lesson 6 - Comparing Fractions, Decimals, and Percents Unit 4: Lesson 7 - Solving Percent Problems Using Proportions Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 10: Lesson 1 - Checking Accounts Unit 10: Lesson 4 - Simple Interest Unit 10: Lesson 7 - Percents Unit 10: Quiz 1 Unit 10: Quiz 2

STRAND / TOPIC

Grade 6 Mathematics Standards

CONTENT STANDARD	6.ALG.	Algebra
PERFORMANCE EXPECTATION		Expressions - Students extend their understanding of arithmetic to algebraic expressions.

BENCHMARK / PROFICIENCY	6.ALG.1.	Read and write expressions in real-world or mathematical problems in which letters stand for numbers.
		<u>6th Grade Math</u> Unit 3: Lesson 11 - Simplifying Expressions With Rational Numbers Unit 5: Lesson 2 - Expressions With Variables Unit 5: Lesson 3 - Equations With Variables Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	6.ALG.2.	Use mathematical terms to identify parts of an expression, including the names of operations, terms, factors, coefficients, variables, and constants.
		<u>6th Grade Math</u> Unit 5: Lesson 2 - Expressions With Variables Unit 5: Lesson 3 - Equations With Variables Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	6.ALG.3.	Write and evaluate expressions for given values of variables, using order of operations, including expressions with whole number exponents.
		<u>6th Grade Math</u> Unit 3: Lesson 11 - Simplifying Expressions With Rational Numbers Unit 5: Lesson 2 - Expressions With Variables Unit 5: Lesson 3 - Equations With Variables Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	6.ALG.4.	Generate equivalent expressions by applying the associative, commutative, distributive, and identity properties. 6th Grade Math Unit 5: Lesson 2 - Expressions With Variables Unit 5: Lesson 3 - Equations With Variables Unit 5: Quiz 1

BENCHMARK / PROFICIENCY	6.ALG.5.	Identify when two expressions are equivalent by using properties of operations including like terms. 6th Grade Math Unit 5: Lesson 2 - Expressions With Variables Unit 5: Lesson 3 - Equations With Variables Unit 5: Quiz 1

STRAND / TOPIC

Grade 6 Mathematics Standards

CONTENT STANDARD	6.ALG.	Algebra
PERFORMANCE EXPECTATION		Equations & Inequalities - Students focus on reasoning about and solving equations and inequalities.

BENCHMARK / PROFICIENCY	6.ALG.6.	Use substitution to determine if a given value in a specified set makes an equation or inequality true. Include the following inequality symbols: $<$, $>$, $\leq$, $\geq$, $\neq$

6th Grade Math

Unit 4: Lesson 7 - Solving Percent Problems Using Proportions
Unit 4: Quiz 3
Unit 5: Lesson 3 - Equations With Variables
Unit 5: Lesson 4 - Addition Equations
Unit 5: Lesson 5 - Subtraction Equations
Unit 5: Lesson 6 - Multiplication Equations
Unit 5: Lesson 7 - Division Equations
Unit 5: Lesson 9 - Activity
Unit 5: Lesson 9 - Inequalities With Variables
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 8: Lesson 6 - Classifying Quadrilaterals
Unit 8: Quiz 2

BENCHMARK / PROFICIENCY	6.ALG.7.	Write and solve one-step equations in real-world and mathematical problems, involving positive rational numbers and zero.

6th Grade Math

Unit 4: Lesson 7 - Solving Percent Problems Using Proportions
Unit 4: Quiz 3
Unit 5: Lesson 3 - Equations With Variables
Unit 5: Lesson 4 - Addition Equations
Unit 5: Lesson 5 - Subtraction Equations
Unit 5: Lesson 6 - Multiplication Equations
Unit 5: Lesson 7 - Division Equations
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 8: Lesson 6 - Classifying Quadrilaterals
Unit 8: Quiz 2

BENCHMARK / PROFICIENCY	6.ALG.8.	Write, solve, and graph one-step inequalities in real-world and mathematical problems.
		<u>6th Grade Math</u> Unit 5: Lesson 9 - Activity Unit 5: Lesson 9 - Inequalities With Variables Unit 5: Quiz 3

STRAND / TOPIC **Grade 6 Mathematics Standards**

CONTENT STANDARD	6.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Area, Volume, & Surface Area - Students solve problems involving area, volume, and surface area.

BENCHMARK / PROFICIENCY 6.GM.1. Find the area of triangles, quadrilaterals, and polygons by composing or decomposing to solve real-world and mathematical problems.

6th Grade Math
Unit 8: Lesson 8 - Polygons on a Coordinate Plane
Unit 8: Quiz 3
Unit 9: Lesson 2 - Area of Parallelograms and Trapezoids
Unit 9: Lesson 2 Activity: Area of a Parallelogram and a Trapezoid
Unit 9: Lesson 3 - Area of Triangles
Unit 9: Lesson 3 Activity: Area of a Triangle
Unit 9: Lesson 4 - Area of Irregular Shapes
Unit 9: Lesson 8 - Surface Area of a Prism and a Pyramid
Unit 9: Quiz 1
Unit 9: Quiz 3

BENCHMARK / PROFICIENCY 6.GM.2. Apply the formulas $V = Bh$ and $V = \frac{1}{3}Bh$ to find the volume of right rectangular prisms with fractional edge lengths to solve real-world and mathematical problems, including solving for an unknown dimension.

6th Grade Math
Unit 9: Lesson 6 - Volume of Rectangular Prisms
Unit 9: Lesson 7 - Volume of Cylinders
Unit 9: Quiz 2

BENCHMARK / PROFICIENCY 6.GM.3. Construct nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid, using the nets to find the surface area of these prisms.

6th Grade Math
Unit 9: Lesson 8 - Surface Area of a Prism and a Pyramid
Unit 9: Quiz 3

STRAND / TOPIC **Grade 6 Mathematics Standards**

CONTENT STANDARD	6.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Coordinate Plane System - Students graph points in all four quadrants.

BENCHMARK / PROFICIENCY	6.GM.4.	Find and graph pairs of rational numbers in all four quadrants of the coordinate plane in real-world and mathematical problems. <u>6th Grade Math</u> Unit 5: Lesson 8 - Linear Equations Unit 5: Quiz 3 Unit 7: Activity - Locating and Plotting Ordered Pairs Having Rational Number Coordinates on the Coordinate Plane Unit 7: Activity - Using the Signs of Coordinates to Compare and Locate Points on the Coordinate Plane Unit 7: Activity: Challenge - Guess the Ordered Pair Unit 7: Activity: Plot the Ordered Pairs Unit 7: Lesson 1 - Coordinate Plane Unit 7: Lesson 2 - Coordinate Graphs as Maps Unit 7: Lesson 7 Activity: Graph the Linear Equation Unit 7: Quiz 1 Unit 8: Lesson 8 - Polygons on a Coordinate Plane Unit 8: Lesson 8 Activity: Plotting a Triangle on a Coordinate Plane Unit 8: Lesson 9 Activity: Plotting Rectangles on a Coordinate Plane Unit 8: Quiz 3 Unit 9: Lesson 8 - Surface Area of a Prism and a Pyramid Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	6.GM.5.	Draw polygons in the coordinate plane when given coordinates for the vertices. <u>6th Grade Math</u> Unit 8: Lesson 8 - Polygons on a Coordinate Plane Unit 8: Lesson 8 Activity: Plotting a Triangle on a Coordinate Plane Unit 8: Lesson 9 - Similar and Congruent Figures Unit 8: Lesson 9 Activity: Plotting Rectangles on a Coordinate Plane Unit 8: Quiz 3

BENCHMARK / PROFICIENCY	6.GM.6.	Use coordinates to calculate vertical and horizontal distances between points with the same x-coordinate or the same y-coordinate to solve real-world and mathematical problems. <u>6th Grade Math</u> Unit 8: Activity - Distance on a Coordinate Plane Unit 8: Lesson 8 - Polygons on a Coordinate Plane Unit 8: Lesson 8 Activity: Plotting a Triangle on a Coordinate Plane Unit 8: Lesson 9 Activity: Plotting Rectangles on a Coordinate Plane Unit 8: Quiz 3

**STRAND /
TOPIC**

Grade 6 Mathematics Standards

CONTENT STANDARD	6.GM.	Geometry & Measurement
PERFORMANC E EXPECTATION		Conversions - Students apply measurement knowledge to solve real-world problems.

BENCHMARK / PROFICIENCY	6.GM.7.	Convert measurements within and between the metric and customary measurement systems to solve real-world and mathematical problems. <u>6th Grade Math</u> Unit 4: Lesson 10 - Converting Between the Customary and Metric Systems Using Ratios and Proportions Unit 4: Lesson 8 - Converting in the Customary System Using Ratios and Proportions Unit 4: Lesson 9 - Converting in the Metric System Using Ratios and Proportions Unit 4: Quiz 3

**STRAND /
TOPIC**

Grade 6 Mathematics Standards

CONTENT STANDARD	6.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Statistical & Nonstatistical - Students recognize that data collected to answer a statistical question can be analyzed by their distributions.

BENCHMARK / PROFICIENCY 6.SP.1. Identify the difference between statistical and non-statistical questions and write simple statistical questions that allow variable responses.

6th Grade Math

Unit 6: Activity - The Shape of Data Distributions
Unit 6: Activity - The Spread of Data and Variability
Unit 6: Activity - Variability and Mean Absolute Deviation
Unit 6: Lesson 1 - Mean and Median
Unit 6: Lesson 2 - Mode and Range
Unit 6: Lesson 3 - Analyze Bar Graphs, Histograms, and Line Graphs
Unit 6: Lesson 4 - Analyze Dot Plots and Stem-and-Leaf Plots
Unit 6: Lesson 5 - Analyze Box Plots
Unit 6: Quiz 1
Unit 6: Quiz 2

STRAND / TOPIC

Grade 6 Mathematics Standards

CONTENT STANDARD	6.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Measures of Center - Students explore mean, median, and mode.

BENCHMARK / PROFICIENCY 6.SP.2. Calculate and interpret any measure of center (mean, median, and mode) of a numerical data set.

6th Grade Math

Unit 6: Activity - The Shape of Data Distributions
Unit 6: Activity - The Spread of Data and Variability
Unit 6: Lesson 1 - Mean and Median
Unit 6: Lesson 2 - Mode and Range
Unit 6: Lesson 3 - Analyze Bar Graphs, Histograms, and Line Graphs
Unit 6: Lesson 5 - Analyze Box Plots
Unit 6: Quiz 1
Unit 6: Quiz 2

BENCHMARK / PROFICIENCY 6.SP.3. Determine which measure of center (mean or median) is more appropriate to describe the center of data and justify the choice.

6th Grade Math

Unit 6: Activity - The Shape of Data Distributions
Unit 6: Activity - The Spread of Data and Variability
Unit 6: Activity - Variability and Mean Absolute Deviation
Unit 6: Lesson 1 - Mean and Median
Unit 6: Lesson 2 - Mode and Range
Unit 6: Quiz 1
Unit 6: Quiz 2

STRAND / TOPIC

Grade 6 Mathematics Standards

CONTENT STANDARD	6.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Measures of Variation - Students explore range and interquartile range.

BENCHMARK / PROFICIENCY	6.SP.5.	Calculate and interpret the measure of variation [range and interquartile range (IQR)] of a numerical data set. <u>6th Grade Math</u> Unit 6: Activity - The Shape of Data Distributions Unit 6: Activity - The Spread of Data and Variability Unit 6: Lesson 2 - Mode and Range Unit 6: Lesson 5 - Analyze Box Plots Unit 6: Quiz 1 Unit 6: Quiz 2

BENCHMARK / PROFICIENCY	6.SP.6.	Determine which measure of variation (range or interquartile range) is more appropriate to describe the shape; justify the choice. <u>6th Grade Math</u> Unit 6: Activity - The Shape of Data Distributions Unit 6: Activity - The Spread of Data and Variability Unit 6: Lesson 2 - Mode and Range Unit 6: Lesson 5 - Analyze Box Plots Unit 6: Quiz 1 Unit 6: Quiz 2

**STRAND /
TOPIC**

Grade 6 Mathematics Standards

CONTENT STANDARD	6.SP.	Statistics & Probability
PERFORMANCE EXPECTATION		Numerical Data - Students summarize and describe distributions.

BENCHMARK / PROFICIENCY	6.SP.7.	Represent numerical data on a number line, histogram, and box plot. <u>6th Grade Math</u> Unit 6: Lesson 5 - Analyze Box Plots Unit 6: Quiz 2

BENCHMARK / PROFICIENCY	6.SP.8.	Calculate the relative frequency of an interval of data values when given a histogram. <u>6th Grade Math</u> Unit 6: Lesson 3 - Analyze Bar Graphs, Histograms, and Line Graphs Unit 6: Quiz 2

BENCHMARK / PROFICIENCY	6.SP.9.	Interpret a box plot to answer statistical questions about a data set. <u>6th Grade Math</u> Unit 6: Activity - The Shape of Data Distributions Unit 6: Lesson 5 - Analyze Box Plots Unit 6: Quiz 2

Main Criteria: Arkansas Standards
Secondary Criteria: 3rd Grade Social Studies
Subject: Social Studies
Grade: 3
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 3 - Adopted: 2014

STRAND / TOPIC **AR.SS.C. Civics/Government**

CONTENT STANDARD	C.1.3.	Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.
PERFORMANCE EXPECTATION		Structure and Function

BENCHMARK / PROFICIENCY	C.1.3.1.	Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights) (D2.Civ.3.3-5). <u>3rd Grade Social Studies</u> Unit 6: Lesson 1 - How the United States Began Unit 6: Lesson 10 - Legislative and Judicial Branches Unit 6: Lesson 11 - Levels of Governments Unit 6: Lesson 2 - The New Country of America Unit 6: Lesson 7 - How We Set up Our Government Unit 6: Lesson 8 - Important Documents Unit 6: Lesson 9 - The Executive Branch Unit 6: Quiz 2 Unit 7: Lesson 1 - The White House and the President Unit 8: Lesson 5 - Bringing about Change in a Community
BENCHMARK / PROFICIENCY	C.1.3.3.	Explain the functions and structure of the state government (D2.Civ.5.3-5). <u>3rd Grade Social Studies</u> Unit 6: Lesson 11 - Levels of Governments Unit 6: Lesson 12 - How Government Levels are Different Unit 6: Lesson 6 - State Governments Unit 6: Quiz 3 Unit 7: Activity - How to Be Active in Your Local Government Unit 7: Lesson 10 - Why Would Anyone Want Higher Taxes?

STRAND / TOPIC **AR.SS.C. Civics/Government**

CONTENT STANDARD	C.2.3.	Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
PERFORMANCE EXPECTATION		Citizenship

BENCHMARK / PROFICIENCY	C.2.3.1.	Investigate origins of state and national symbols, patriotic songs, and mottos (D1.3.3-5). <u>3rd Grade Social Studies</u> Unit 6: Activity - Color the Flags Unit 6: Activity 1 - Dictionary Skills Unit 6: Activity: National Monuments and Buildings Unit 6: Lesson 3 - American Symbols of Freedom Unit 6: Lesson 4 - Flags Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 5 - Celebrated Songs Unit 7: Lesson 8 - Checks and Balances
BENCHMARK / PROFICIENCY	C.2.3.2.	Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags (D2.Civ.7.3-5). <u>3rd Grade Social Studies</u> Unit 6: Activity - Color the Flags Unit 6: Lesson 3 - American Symbols of Freedom Unit 6: Lesson 4 - Flags Unit 6: Quiz 1
BENCHMARK / PROFICIENCY	C.2.3.3.	Compare rights and responsibilities of citizens in different times and places (D2.Civ.8.3-5). <u>3rd Grade Social Studies</u> Unit 6: Lesson 8 - Important Documents Unit 6: Quiz 2 Unit 7: Activity - How to Be Active in Your Local Government Unit 7: Activity - Write a Letter to the President of the United States Unit 7: Lesson 2 - Running for President Unit 8: Activity - Can You See Into the Future? (Part 2) Unit 8: Activity - Create an Action Plan Unit 8: Activity - It Is All About Good Citizenship Unit 8: Lesson 1 - How to Be a Good Citizen of a Community Unit 8: Lesson 10 - How Do I Know if My Money Is Helping the Right People? Unit 8: Lesson 2 - Serving the Community Unit 8: Lesson 6 - Americans Who Helped Their Communities Unit 8: Lesson 7 - Make a Difference Unit 8: Lesson 8 - Companies Can Help Communities, Too Unit 8: Lesson 9 - Nonprofits Meet Needs Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3
BENCHMARK / PROFICIENCY	C.2.3.4.	Use deliberative processes when making decisions and acting upon civic problems in the classroom and school (D2.Civ.9.3-5). <u>3rd Grade Social Studies</u> Unit 8: Activity - Create an Action Plan

**STRAND /
TOPIC**

AR.SS.C. Civics/Government

CONTENT STANDARD	C.3.3.	Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.
PERFORMANCE EXPECTATION		Processes, Rules, and Laws

BENCHMARK / PROFICIENCY	C.3.3.1.	Examine the process for creating rules and laws at the local level (D2.Civ.3.3-5). <u>3rd Grade Social Studies</u> Unit 6: Lesson 10 - Legislative and Judicial Branches Unit 7: Lesson 6 - A Bill becomes a Law Unit 7: Quiz 2

BENCHMARK / PROFICIENCY	C.3.3.2.	Compare ways people interact with rules and laws to improve their community (D2.Civ.12.3-5). <u>3rd Grade Social Studies</u> Unit 2: Lesson 11 - Recycling Unit 2: Lesson 9 - Protecting the Environment Unit 2: Quiz 3 Unit 7: Activity - How to Be Active in Your Local Government Unit 7: Activity - Write a Letter to the President of the United States Unit 8: Activity - Can You See Into the Future? (Part 2) Unit 8: Activity - Create an Action Plan Unit 8: Activity - It Is All About Good Citizenship Unit 8: Lesson 1 - How to Be a Good Citizen of a Community Unit 8: Lesson 10 - How Do I Know if My Money Is Helping the Right People? Unit 8: Lesson 2 - Serving the Community Unit 8: Lesson 6 - Americans Who Helped Their Communities Unit 8: Lesson 7 - Make a Difference Unit 8: Lesson 8 - Companies Can Help Communities, Too Unit 8: Lesson 9 - Nonprofits Meet Needs Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3

BENCHMARK / PROFICIENCY	C.3.3.3.	Compare ways people benefit from and are challenged by working together in response to local and state problems (D2.Civ.6.3-5). <u>3rd Grade Social Studies</u> Unit 6: Lesson 11 - Levels of Governments Unit 6: Lesson 12 - How Government Levels are Different Unit 6: Quiz 3 Unit 7: Activity - How to Be Active in Your Local Government Unit 8: Activity - Create an Action Plan

**STRAND /
TOPIC** **AR.SS.E. Economics**

CONTENT STANDARD	E.4.3.	Economic Decision Making - Students will analyze economic decision making.
PERFORMANCE EXPECTATION		Scarcity

BENCHMARK / PROFICIENCY	E.4.3.1.	Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state (D2.Eco.1.3-5). <u>3rd Grade Social Studies</u> Unit 2: Lesson 6 - Community Resources Unit 2: Quiz 2 Unit 5: Lesson 12 - Scarcity and Free Enterprise

**STRAND /
TOPIC** **AR.SS.E. Economics**

CONTENT STANDARD	E.5.3.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.

PERFORMANCE EXPECTATION		Human Resources

BENCHMARK / PROFICIENCY E.5.3.1. Examine the relationship between human capital and productivity (e.g., division of labor, specialization) (D2.Eco.6.3-5).

3rd Grade Social Studies

Unit 5: Lesson 6 - The Assembly Line

Unit 5: Lesson 7 - A Dairy Factory

Unit 5: Lesson 8 - Airplanes and Farms

Unit 5: Quiz 2

STRAND / TOPIC AR.SS.E. Economics

CONTENT STANDARD	E.5.3.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.

PERFORMANCE EXPECTATION		Markets

BENCHMARK / PROFICIENCY E.5.3.3. Analyze economic factors in a market (e.g., supply, demand, competition, incentives) (D2.Eco.5.3-5).

3rd Grade Social Studies

Unit 5: Lesson 4 - Supply and Demand

Unit 5: Quiz 1

STRAND / TOPIC AR.SS.E. Economics

CONTENT STANDARD	E.6.3.	Growth and Stability - Students will evaluate economic growth and stability.

PERFORMANCE EXPECTATION		Money

BENCHMARK / PROFICIENCY E.6.3.1. Explain functions and characteristics of money in the United States (D2.Eco.5.3-5).

3rd Grade Social Studies

Unit 5: Lesson 1 - The Economy

Unit 5: Lesson 3 - Busy Businesses

Unit 5: Lesson 4 - Supply and Demand

Unit 5: Quiz 1

BENCHMARK / PROFICIENCY E.6.3.2. Explain functions of banks (e.g., saving, checking, loans, investments) (D2.Eco.9.3-5).

3rd Grade Social Studies

Unit 5: Lesson 4 - Supply and Demand

Unit 5: Quiz 1

STRAND / TOPIC AR.SS.E. Economics

CONTENT STANDARD	E.6.3.	Growth and Stability - Students will evaluate economic growth and stability.

PERFORMANCE EXPECTATION		Public Goods and Services

BENCHMARK / PROFICIENCY	E.6.3.3.	Explain the difference between public and private goods and services (D2.Eco.12.3-5).
<u>3rd Grade Social Studies</u> Unit 5: Lesson 1 - The Economy Unit 5: Lesson 3 - Busy Businesses Unit 5: Quiz 1 Unit 7: Lesson 10 - Why Would Anyone Want Higher Taxes?		

STRAND / TOPIC **AR.SS.E. Economics**

CONTENT STANDARD	E.7.3.	Global Economy - Students will analyze economic interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Interdependence

BENCHMARK / PROFICIENCY	E.7.3.1.	Illustrate the relationships among imports, exports, and global interdependence (D2.Eco.14.3-5).
<u>3rd Grade Social Studies</u> Unit 5: Lesson 10 - The World Comes to America Unit 5: Lesson 9 - Marketplaces Unit 5: Quiz 3 Unit 7: Lesson 12 - The United Nations		

BENCHMARK / PROFICIENCY	E.7.3.2.	Describe how people in various places and regions are affected by trade (D2.Eco.15.3-5).
<u>3rd Grade Social Studies</u> Unit 5: Lesson 10 - The World Comes to America Unit 5: Lesson 9 - Marketplaces Unit 5: Quiz 3		

STRAND / TOPIC **AR.SS.G. Geography**

CONTENT STANDARD	G.8.3.	Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.
PERFORMANCE EXPECTATION		Spatial Views of the World

BENCHMARK / PROFICIENCY	G.8.3.1.	Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale (D2.Geo.2.3-5).
<u>3rd Grade Social Studies</u> Unit 1: Activity - To Do Project: Internet Map Unit 1: Activity - To Do Project: Survival Map Unit 1: Lesson 1 - Communities Unit 2: Activity 1 - Make a 3D Map!		

BENCHMARK / PROFICIENCY	G.8.3.3.	Construct maps and other geographic representations of the local community, including physical and human characteristics, title, legend, compass rose (D2.Geo.1.3-5).
<u>3rd Grade Social Studies</u> Unit 1: Activity - To Do Project: Internet Map Unit 1: Activity - To Do Project: Survival Map Unit 2: Activity 1 - Make a 3D Map!		

STRAND / TOPIC **AR.SS.G. Geography**

CONTENT STANDARD	G.9.3.	Human-Environment Interaction - Students will analyze the interaction between humans and the environment.
PERFORMANCE EXPECTATION		Place, Region, and Culture

BENCHMARK / PROFICIENCY G.9.3.1. Examine environmental problems and ways in which these problems are addressed (D2.Geo.5.3-5).

3rd Grade Social Studies

Unit 2: Lesson 11 - Recycling

Unit 2: Lesson 7 - Renewable Resources

Unit 2: Lesson 8 - Communities and Wildlife

Unit 2: Lesson 9 - Protecting the Environment

Unit 2: Quiz 2

Unit 2: Quiz 3

STRAND / TOPIC AR.SS.G. Geography

CONTENT STANDARD	G.11.3.	Global Interconnections - Students will compare global places and regions and the connections between them.
PERFORMANCE EXPECTATION		Changing Spatial Patterns

BENCHMARK / PROFICIENCY G.11.3.2. Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically) (D2.Geo.12.3-5).

3rd Grade Social Studies

Unit 8: Lesson 10 - How Do I Know if My Money Is Helping the Right People?

Unit 8: Lesson 9 - Nonprofits Meet Needs

Unit 8: Quiz 3

STRAND / TOPIC AR.SS.H. History

CONTENT STANDARD	H.12.3.	Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.
PERFORMANCE EXPECTATION		Chronology

BENCHMARK / PROFICIENCY H.12.3.1. Create historical narratives using chronological sequences of related events in the community, region, or state e.g., origin of a historic celebration in the community, Arkansas Traveler, important person) (D2.His.1.3-5).

3rd Grade Social Studies

Unit 1: Lesson 1 - Communities

STRAND / TOPIC AR.SS.H. History

CONTENT STANDARD	H.12.3.	Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.
PERFORMANCE EXPECTATION		Contextualization

BENCHMARK / PROFICIENCY	H.12.3.4. Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity (D2.His.3.3-5).

3rd Grade Social Studies

Unit 1: Lesson 4 - The Wild World of Maps
Unit 1: Lesson 5 - A Brief History of Maps
Unit 1: Quiz 2
Unit 2: Lesson 9 - Protecting the Environment
Unit 2: Quiz 3
Unit 3: Activity 1 - Tell Your Story with Pictographs
Unit 3: Lesson 1 - Uncovering the Past
Unit 3: Lesson 2 - Primitive Records
Unit 3: Lesson 3 - Mesopotamia
Unit 3: Lesson 4 - Egypt and Babylon
Unit 3: Lesson 5 - Greece, Rome, and Wonders of the Ancient World
Unit 3: Lesson 6 - Asian and American Civilizations
Unit 3: Lesson 7 - Timelines, Landforms, Native Americans
Unit 3: Lesson 8 - Native American Communities
Unit 3: Lesson 9 - Early American History
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity - Make a Mutoscope Movie
Unit 4: Activity: Morse Code
Unit 4: Lesson 1 - Bright New Ideas
Unit 4: Lesson 10 - Henry Ford and the Automobile
Unit 4: Lesson 11 - Telephones and Computers
Unit 4: Lesson 12 - American Entrepreneurs
Unit 4: Lesson 2 - Alphabets and Codes
Unit 4: Lesson 3 - Numbers and Simple Machines
Unit 4: Lesson 4 - Heavy Metal
Unit 4: Lesson 5 - Skyscrapers
Unit 4: Lesson 6 - Fantastic New Machines
Unit 4: Lesson 7 - Get the Picture?
Unit 4: Lesson 8 - Medical Discoveries
Unit 4: Lesson 9 - Airplanes Take Flight
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 11 - Unions
Unit 5: Lesson 4 - Supply and Demand
Unit 6: Lesson 1 - How the United States Began
Unit 6: Lesson 2 - The New Country of America
Unit 6: Lesson 5 - The Capitol in the Capital
Unit 6: Lesson 8 - Important Documents
Unit 6: Quiz 1
Unit 8: Lesson 3 - For the Common Good
Unit 8: Lesson 4 - Fighting for Citizen's Rights
Unit 8: Lesson 5 - Bringing about Change in a Community
Unit 8: Lesson 6 - Americans Who Helped Their Communities
Unit 9: Lesson 11 - The Art of Novels
Unit 9: Lesson 12 - Citizen Heroes
Unit 9: Lesson 5 - Using Different Sources
Unit 9: Lesson 6 - Culture Through Art
Unit 9: Lesson 7 - Cultural Pottery and Photography
Unit 9: Lesson 8 - Cultural Memorials

BENCHMARK / PROFICIENCY	H.12.3.5.	Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School). <u>3rd Grade Social Studies</u> Unit 10: Activity - Holiday Brochure! Unit 10: Activity - Make Your Own Holiday! Unit 10: Lesson 1 - It Is Time to Celebrate! Unit 10: Lesson 10 - Diwali and Eid al-Fitr Unit 10: Lesson 11 - Kwanzaa Unit 10: Lesson 2 - Community Holidays Unit 10: Lesson 3 - Birthdays Around the World Unit 10: Lesson 4 - Honoring Important People Unit 10: Lesson 5 - Honoring Important Events Unit 10: Lesson 6 - Independence Day Unit 10: Lesson 7 - Holidays Looking to the Future Unit 10: Lesson 8 - Christmas Unit 10: Lesson 9 - Jewish Holidays Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3

STRAND / TOPIC

AR.SS.H. History

CONTENT STANDARD	H.13.3.	Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Evidence

BENCHMARK / PROFICIENCY	H.13.3.3.	Support answers to compelling questions about a significant historical event or person using evidence from a variety of primary and secondary sources (D1.2, 5.3-5). <u>3rd Grade Social Studies</u> Unit 1: Lesson 4 - The Wild World of Maps Unit 1: Lesson 5 - A Brief History of Maps Unit 1: Quiz 2 Unit 2: Lesson 9 - Protecting the Environment Unit 2: Quiz 3 Unit 3: Activity 1 - Tell Your Story with Pictographs Unit 3: Lesson 1 - Uncovering the Past Unit 3: Lesson 2 - Primitive Records Unit 3: Lesson 3 - Mesopotamia Unit 3: Lesson 4 - Egypt and Babylon Unit 3: Lesson 5 - Greece, Rome, and Wonders of the Ancient World Unit 3: Lesson 6 - Asian and American Civilizations Unit 3: Lesson 7 - Timelines, Landforms, Native Americans Unit 3: Lesson 8 - Native American Communities Unit 3: Lesson 9 - Early American History Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Activity - Make a Mutoscope Movie Unit 4: Activity: Morse Code Unit 4: Lesson 1 - Bright New Ideas Unit 4: Lesson 10 - Henry Ford and the Automobile Unit 4: Lesson 11 - Telephones and Computers Unit 4: Lesson 12 - American Entrepreneurs Unit 4: Lesson 2 - Alphabets and Codes Unit 4: Lesson 3 - Numbers and Simple Machines Unit 4: Lesson 4 - Heavy Metal Unit 4: Lesson 5 - Skyscrapers Unit 4: Lesson 6 - Fantastic New Machines Unit 4: Lesson 7 - Get the Picture? Unit 4: Lesson 8 - Medical Discoveries Unit 4: Lesson 9 - Airplanes Take Flight Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 6: Lesson 1 - How the United States Began Unit 6: Lesson 2 - The New Country of America Unit 6: Lesson 5 - The Capitol in the Capital Unit 6: Lesson 8 - Important Documents Unit 6: Quiz 1 Unit 9: Lesson 11 - The Art of Novels Unit 9: Lesson 12 - Citizen Heroes Unit 9: Lesson 5 - Using Different Sources Unit 9: Lesson 6 - Culture Through Art Unit 9: Lesson 8 - Cultural Memorials Unit 9: Quiz 2

BENCHMARK / PROFICIENCY	H.13.3.4.	Discuss the intended audience and purpose of a historical source (D2.His.11.3-5). <u>3rd Grade Social Studies</u> Unit 9: Lesson 5 - Using Different Sources Unit 9: Quiz 2

STRAND / TOPIC **AR.SS.H. History**

CONTENT STANDARD	H.13.3.	Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Causation

BENCHMARK / PROFICIENCY	H.13.3.6.	Examine current or historical events in Arkansas or the United States in terms of cause and effect (D2.His.14.3-5).
		<u>3rd Grade Social Studies</u> Unit 3: Lesson 9 - Early American History Unit 4: Lesson 12 - American Entrepreneurs Unit 6: Lesson 1 - How the United States Began Unit 6: Lesson 2 - The New Country of America Unit 6: Quiz 1 Unit 8: Lesson 3 - For the Common Good Unit 8: Lesson 4 - Fighting for Citizen's Rights Unit 8: Lesson 5 - Bringing about Change in a Community Unit 8: Lesson 6 - Americans Who Helped Their Communities Unit 9: Lesson 7 - Cultural Pottery and Photography Unit 9: Lesson 8 - Cultural Memorials

Main Criteria: Arkansas Standards
Secondary Criteria: 3rd Grade Math
Subject: Mathematics
Grade: 3
Correlation Options: Show Correlated

Arkansas Standards
Mathematics
 Grade: 3 - Adopted: 2023

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.NPV.	Number & Place Value
PERFORMANCE EXPECTATION		Place Value - Students understand the base ten place value system.

BENCHMARK / PROFICIENCY	3.NPV.1.	Round four-digit whole numbers to the nearest 10 or 100, using place value understanding. 3rd Grade Math Unit 1: Lesson 7 - Rounding Numbers Unit 1: Lesson 8 - Rounding Numbers (continued) Unit 1: Lesson 9 - Problem Solving Unit 1: Quiz 3 Unit 2: Lesson 7 - Rounding And Addition Unit 2: Quiz 3 Unit 3: Lesson 7 - Rounding And Subtracting Unit 3: Quiz 3
BENCHMARK / PROFICIENCY	3.NPV.2.	Identify the value of thousands, hundreds, tens, and ones place in a four-digit number. 3rd Grade Math Unit 1: Lesson 3 - Place Value With Place Value Chart Unit 1: Lesson 5 - Comparing Numbers (Continued) Unit 1: Lesson 8 - Rounding Numbers (continued) Unit 1: Lesson 9 - Problem Solving Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lesson 4 - Subtraction Practice Unit 3: Lesson 5 - Subtraction With Equations Unit 3: Quiz 2
BENCHMARK / PROFICIENCY	3.NPV.3.	Read and write whole numbers up to 10,000, using base ten numerals, word form, and a variety of expanded forms. 3rd Grade Math Unit 1: Lesson 1 - Modeling Numbers Unit 1: Lesson 2 - Place Value With Models Unit 1: Lesson 3 - Place Value With Place Value Chart Unit 1: Lesson 4 - Comparing Numbers Unit 1: Lesson 5 - Comparing Numbers (Continued) Unit 1: Quiz 1 Unit 1: Quiz 2

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.NPV.	Number & Place Value

PERFORMANCE EXPECTATION		Comparison - Students use place value understanding to compare numbers.

BENCHMARK / PROFICIENCY 3.NPV.4. Compare two four-digit numbers using symbols ($<$, $=$, $>$) based on the value of thousands, hundreds, tens, and ones in the given numbers.

3rd Grade Math

Unit 1: Lesson 4 - Comparing Numbers
Unit 1: Lesson 5 - Comparing Numbers (Continued)
Unit 1: Lesson 6 - Using A Number Line
Unit 1: Quiz 2

BENCHMARK / PROFICIENCY 3.NPV.5. Compare two fractions with the same numerator or denominator by reasoning about their size based on the same whole; use symbols ($<$, $=$, $>$) and justify the conclusion using visual fraction models, concrete objects, or words.

3rd Grade Math

Unit 6: Lesson 3 - Fractions On A Number Line
Unit 6: Lesson 6 - Comparing Fractions
Unit 6: Lesson 8 - Comparing Fractions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.NPV.	Number & Place Value
PERFORMANCE EXPECTATION		Fraction Foundations - Students build a conceptual understanding of fractions.

BENCHMARK / PROFICIENCY 3.NPV.6. Identify fractions as parts of a whole and parts of a collection or set. Fractions include: denominators 2, 3, 4, 6, and 8

3rd Grade Math

Unit 6: Lesson 1 - Modeling Fractions
Unit 6: Lesson 2 - Writing Fractions
Unit 6: Lesson 3 - Fractions On A Number Line
Unit 6: Lesson 4 - Fractions
Unit 6: Lesson 5 - Finding Equivalent Fractions
Unit 6: Lesson 6 - Comparing Fractions
Unit 6: Lesson 7 - Modeling Equivalent Fractions
Unit 6: Lesson 8 - Comparing Fractions
Unit 6: Lesson 9 - Applications
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 9: Lesson 8 - Fractions of Area
Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	3.NPV.7.	Partition squares, regular hexagons, and equilateral triangles into parts with equal shares, explaining the shares of each part as a unit fraction of the whole. Fractions include: denominators 2, 3, 4, 6, and 8 <u>3rd Grade Math</u> Unit 6: Lesson 1 - Modeling Fractions Unit 6: Lesson 2 - Writing Fractions Unit 6: Lesson 3 - Fractions On A Number Line Unit 6: Lesson 4 - Fractions Unit 6: Lesson 5 - Finding Equivalent Fractions Unit 6: Lesson 6 - Comparing Fractions Unit 6: Lesson 7 - Modeling Equivalent Fractions Unit 6: Lesson 8 - Comparing Fractions Unit 6: Lesson 9 - Applications Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 9: Lesson 8 - Fractions of Area Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	3.NPV.8.	Identify and represent a unit fraction as a number on the number line. Fractions include: denominators 2, 3, 4, 6, and 8 <u>3rd Grade Math</u> Unit 6: Lesson 3 - Fractions On A Number Line Unit 6: Lesson 6 - Comparing Fractions Unit 6: Lesson 8 - Comparing Fractions Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3
BENCHMARK / PROFICIENCY	3.NPV.9.	Identify and represent a non-unit fraction as a number on the number line, including fractions greater than one. Fractions include: denominators 2, 3, 4, 6, and 8 <u>3rd Grade Math</u> Unit 6: Lesson 3 - Fractions On A Number Line Unit 6: Lesson 6 - Comparing Fractions Unit 6: Lesson 8 - Comparing Fractions Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3
BENCHMARK / PROFICIENCY	3.NPV.10	Decompose and compose a non-unit fraction $\frac{a}{b}$ as the quantity formed by the sum of unit fractions. Fractions include: denominators 2, 3, 4, 6, and 8 <u>3rd Grade Math</u> Unit 6: Lesson 4 - Fractions Unit 6: Quiz 2

**STRAND /
TOPIC**

Grade 3 Math Standards

CONTENT STANDARD	3.NPV.	Number & Place Value
PERFORMANC E EXPECTATION		Equivalent Fractions - Students develop and apply equivalent fraction understanding.

BENCHMARK / PROFICIENCY	3.NPV.11.	Use number lines and visual models to recognize and generate equivalent fractions, explaining how they are equivalent in real-world and mathematical situations. Fractions include: denominators 2, 3, 4, 6, and 8
		3rd Grade Math Unit 6: Lesson 5 - Finding Equivalent Fractions Unit 6: Lesson 7 - Modeling Equivalent Fractions Unit 6: Lesson 9 - Applications Unit 6: Quiz 2 Unit 6: Quiz 3

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.CAR.	Computation & Algebraic Reasoning
PERFORMANCE EXPECTATION		Operations & Properties - Students perform operations using place value understanding and properties of operations.

BENCHMARK / PROFICIENCY	3.CAR.1.	Use computational fluency to add and subtract three-digit whole numbers, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3rd Grade Math

Unit 2: Lesson 1 - Modeling Addition
Unit 2: Lesson 2 - Modeling Addition With Regrouping
Unit 2: Lesson 3 - Column Addition
Unit 2: Lesson 4 - Addition Practice
Unit 2: Lesson 5 - Addition With Equations
Unit 2: Lesson 6 - Addition On A Number Line
Unit 2: Lesson 7 - Rounding And Addition
Unit 2: Lesson 8 - Adding Money
Unit 2: Lesson 9 - Problem Solving
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Modeling Subtraction
Unit 3: Lesson 2 - Modeling Subtraction With Regrouping
Unit 3: Lesson 3 - Column Subtraction
Unit 3: Lesson 4 - Subtraction Practice
Unit 3: Lesson 5 - Subtraction With Equations
Unit 3: Lesson 6 - Subtraction On A Number Line
Unit 3: Lesson 7 - Rounding And Subtracting
Unit 3: Lesson 8 - Subtracting Money and Making Change
Unit 3: Lesson 9 - Problem Solving
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3

BENCHMARK / PROFICIENCY	3.CAR.2. Use basic fact fluency to multiply and divide whole numbers with mastery by the end of third grade. Knowing all products with factors up to and including 12 and the corresponding division facts from the products with factors up to and including 12. Using strategies such as the relationship between multiplication and division (e.g., Knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. <u>3rd Grade Math</u> Unit 4: Lesson 1 - Modeling Multiplications (Equal Groups, Skip Counting) Unit 4: Lesson 2 - Modeling Multiplication, Continued (Repeated Addition, Rectangular Array) Unit 4: Lesson 3 - Modeling Multiplication, Continued (Area Models, Equal Jumps On A Number Line) Unit 4: Lesson 4 - Multiplication Facts (2, 5, and 10) Unit 4: Lesson 5 - Multiplication Facts (3, 6, and 9) Unit 4: Lesson 6 - Multiplication Facts (4, 7, and 8) Unit 4: Lesson 7 - Multiplication Table and Patterns Unit 4: Lesson 8 - Multiplication Properties Unit 4: Lesson 9 - Multiplication By 10 Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 1 - Modeling Division Unit 5: Lesson 10 - Dividing by 8 Unit 5: Lesson 11 - Dividing by 9 Unit 5: Lesson 12 - Practicing Dividing Unit 5: Lesson 2 - Relating Division and Multiplication Unit 5: Lesson 3 - Different Ways To Divide Unit 5: Lesson 4 - Using A Multiplication Table To Divide Unit 5: Lesson 5 - Even And Odd Numbers Unit 5: Lesson 6 - Dividing by 2, 5, or 10 Unit 5: Lesson 7 - Dividing by 3 or 4 Unit 5: Lesson 8 - Dividing by 6 Unit 5: Lesson 9 - Dividing By 7 Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 3 - Fractions On A Number Line Unit 6: Quiz 1 Unit 7: Lesson 1 - Multiplication of Two-Digit Numbers by One-Digit Numbers Unit 7: Lesson 2 - Multiplication of Two-Digit Numbers by One-Digit Numbers (Continued) Unit 7: Quiz 1
BENCHMARK / PROFICIENCY	3.CAR.3. Apply properties of operations as strategies to multiply and divide. Properties include: Distributive, Commutative, and Associative Properties of Multiplication <u>3rd Grade Math</u> Unit 4: Lesson 8 - Multiplication Properties Unit 4: Quiz 3 Unit 7: Lesson 7 - Applications And Strategies Unit 7: Lesson 9 - Applications And Strategies (Continued) Unit 7: Quiz 3 Unit 9: Lesson 5 - Area of a Rectangle Unit 9: Lesson 6 - Area of a Rectangle (Continued) Unit 9: Lesson 7 - Area (Continued) Unit 9: Lesson 8 - Fractions of Area Unit 9: Lesson 9 - Applications Unit 9: Quiz 2 Unit 9: Quiz 3
BENCHMARK / PROFICIENCY	3.CAR.4. Use strategies to multiply one-digit numbers by multiples of 10 ranging from 10-90; strategies are based on place value and properties of operations (e.g., 9×80, 5×60). <u>3rd Grade Math</u> Unit 4: Lesson 9 - Multiplication By 10 Unit 4: Quiz 3

BENCHMARK / PROFICIENCY	3.CAR.5.	Identify arithmetic patterns including, but not limited to, patterns in an addition or multiplication table, explaining use of properties of operations appropriate to the pattern.
<u>3rd Grade Math</u> Unit 4: Lesson 7 - Multiplication Table and Patterns Unit 4: Lesson 8 - Multiplication Properties Unit 4: Lesson 9 - Multiplication By 10 Unit 4: Quiz 3 Unit 5: Lesson 10 - Dividing by 8 Unit 5: Lesson 11 - Dividing by 9 Unit 5: Lesson 12 - Practicing Dividing Unit 5: Lesson 3 - Different Ways To Divide Unit 5: Lesson 4 - Using A Multiplication Table To Divide Unit 5: Lesson 5 - Even And Odd Numbers Unit 5: Lesson 6 - Dividing by 2, 5, or 10 Unit 5: Lesson 7 - Dividing by 3 or 4 Unit 5: Lesson 8 - Dividing by 6 Unit 5: Lesson 9 - Dividing By 7 Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Lesson 9 - Applications Unit 6: Quiz 3 Unit 7: Lesson 4 - Dividing Larger Numbers Unit 7: Lesson 5 - Division Practice Unit 7: Lesson 9 - Applications And Strategies (Continued)		

**STRAND /
TOPIC**

Grade 3 Math Standards

CONTENT STANDARD	3.CAR.	Computation & Algebraic Reasoning
PERFORMANCE EXPECTATION		Problem Solving - Students solve real-world problems.

BENCHMARK / PROFICIENCY	3.CAR.6.	Solve real-world problems using multiplication and division within 100 involving equal groups, arrays, partitive and measurement division.
<u>3rd Grade Math</u> Unit 7: Lesson 2 - Multiplication of Two-Digit Numbers by One-Digit Numbers (Continued) Unit 7: Lesson 6 - Division Practice (Continued) Unit 7: Lesson 9 - Applications And Strategies (Continued) Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 10: Lesson 2 - Income Unit 10: Lesson 3 - Income (Continued) Unit 10: Lesson 4 - Resources and Costs Unit 10: Lesson 5 - Spending Decisions Unit 10: Lesson 6 - Spending Decisions (Continued) Unit 10: Lesson 7 - Borrowing Unit 10: Lesson 8 - Saving Unit 10: Lesson 9 - Financial Decisions Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3		

BENCHMARK / PROFICIENCY	3.CAR.7.	Solve two-step real-word situations using addition, subtraction, multiplication, and division, representing these problems using equations with a symbol standing for an unknown quantity. <u>3rd Grade Math</u> Unit 2: Lesson 9 - Problem Solving Unit 2: Quiz 3 Unit 3: Lesson 8 - Subtracting Money and Making Change Unit 3: Lesson 9 - Problem Solving Unit 3: Quiz 3 Unit 7: Lesson 2 - Multiplication of Two-Digit Numbers by One-Digit Numbers (Continued) Unit 7: Lesson 6 - Division Practice (Continued) Unit 7: Lesson 9 - Applications And Strategies (Continued) Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 10: Lesson 2 - Income Unit 10: Lesson 3 - Income (Continued) Unit 10: Lesson 4 - Resources and Costs Unit 10: Lesson 5 - Spending Decisions Unit 10: Lesson 6 - Spending Decisions (Continued) Unit 10: Lesson 7 - Borrowing Unit 10: Lesson 8 - Saving Unit 10: Lesson 9 - Financial Decisions Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.CAR.	Computation & Algebraic Reasoning
PERFORMANCE EXPECTATION		Algebraic Concepts - Students develop and apply an understanding of foundational algebraic concepts.

BENCHMARK / PROFICIENCY	3.CAR.8.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <u>3rd Grade Math</u> Unit 5: Lesson 1 - Modeling Division Unit 5: Lesson 2 - Relating Division and Multiplication Unit 5: Lesson 5 - Even And Odd Numbers Unit 5: Lesson 9 - Dividing By 7 Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 7: Lesson 9 - Applications And Strategies (Continued)

BENCHMARK / PROFICIENCY	3.CAR.9.	Understand division as an unknown-factor problem.

3rd Grade Math
Unit 5: Lesson 2 - Relating Division and Multiplication
Unit 5: Quiz 1

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Shapes - Students analyze attributes of shapes to develop generalizations about their properties.

BENCHMARK / PROFICIENCY	3.GM.1.	Understand that quadrilaterals in different categories may share attributes; those attributes (e.g., four equivalent sides) can define a larger category (e.g., quadrilaterals) or subcategory (e.g., rhombus and square). <u>3rd Grade Math</u> Unit 9: Lesson 1 - Sorting Shapes Unit 9: Lesson 2 - Classifying Quadrilaterals Unit 9: Quiz 1

BENCHMARK / PROFICIENCY	3.GM.3.	Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, identifying and/or drawing examples of quadrilaterals that do not belong to any of these subcategories. <u>3rd Grade Math</u> Unit 9: Lesson 1 - Sorting Shapes Unit 9: Lesson 2 - Classifying Quadrilaterals Unit 9: Quiz 1

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Area & Volume - Students calculate the area of rectangles and liquid volume.

BENCHMARK / PROFICIENCY	3.GM.5.	Describe area as the number of unit squares that cover a plane figure without gaps and overlaps. <u>3rd Grade Math</u> Unit 7: Lesson 7 - Applications And Strategies Unit 7: Quiz 3 Unit 9: Lesson 5 - Area of a Rectangle Unit 9: Lesson 6 - Area of a Rectangle (Continued) Unit 9: Lesson 7 - Area (Continued) Unit 9: Lesson 8 - Fractions of Area Unit 9: Lesson 9 - Applications Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	3.GM.6.	Find the area of a rectangle with whole number side lengths by modeling with unit squares and multiplying the side lengths to show the results are the same. <u>3rd Grade Math</u> Unit 7: Lesson 7 - Applications And Strategies Unit 7: Quiz 3 Unit 9: Lesson 5 - Area of a Rectangle Unit 9: Lesson 6 - Area of a Rectangle (Continued) Unit 9: Lesson 7 - Area (Continued) Unit 9: Lesson 8 - Fractions of Area Unit 9: Lesson 9 - Applications Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	3.GM.7.	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems. <u>3rd Grade Math</u> Unit 7: Lesson 7 - Applications And Strategies Unit 7: Quiz 3 Unit 9: Lesson 5 - Area of a Rectangle Unit 9: Lesson 6 - Area of a Rectangle (Continued) Unit 9: Lesson 7 - Area (Continued) Unit 9: Lesson 8 - Fractions of Area Unit 9: Lesson 9 - Applications Unit 9: Quiz 2 Unit 9: Quiz 3

BENCHMARK / PROFICIENCY	3.GM.8.	Measure and estimate liquid volumes and masses of objects using standard units. <u>3rd Grade Math</u> Unit 8: Lesson 1 - Estimating Volume Unit 8: Lesson 2 - Customary Unit s of Volume Unit 8: Lesson 3 - Metric Unit s of Volume Unit 8: Lesson 4 - Estimating Weight Unit 8: Lesson 5 - Metric Unit s of Weight Unit 8: Quiz 1 Unit 8: Quiz 2

BENCHMARK / PROFICIENCY	3.GM.9.	Solve one-step real-world problems involving liquid volumes and masses of objects in the same units, using all four operations. <u>3rd Grade Math</u> Unit 8: Lesson 1 - Estimating Volume Unit 8: Lesson 2 - Customary Unit s of Volume Unit 8: Quiz 1

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.GM.	Geometry & Measurement
PERFORMANCE EXPECTATION		Time - Students tell time and solve problems about elapsed time.

BENCHMARK / PROFICIENCY	3.GM.10.	Tell and write time to the nearest minute, using analog clocks. <u>3rd Grade Math</u> Unit 7: Lesson 8 - Applications And Strategies (Continued) Unit 8: Lesson 7 - Using A Clock Unit 8: Lesson 8 - Time Intervals Unit 8: Lesson 9 - Calculating Time Intervals Unit 8: Quiz 3

BENCHMARK / PROFICIENCY	3.GM.11.	Solve word problems involving addition and subtraction of time intervals in minutes. <u>3rd Grade Math</u> Unit 8: Lesson 8 - Time Intervals Unit 8: Lesson 9 - Calculating Time Intervals Unit 8: Quiz 3

STRAND / TOPIC

Grade 3 Math Standards

CONTENT STANDARD	3.DA.	Data Analysis
PERFORMANCE EXPECTATION		Charts, Graphs, & Tables - Students organize and analyze data.

BENCHMARK /
PROFICIENCY

3.DA.2.

Solve one and two-step problems, using categorical data represented with a scaled picture graph, scaled bar graph, and a line plot.

3rd Grade Math
 Unit 10: Lesson 1 - Exploring Data
 Unit 10: Lesson 2 - Income
 Unit 10: Lesson 3 - Income (Continued)
 Unit 10: Quiz 1

Main Criteria: Arkansas Standards
Secondary Criteria: 3rd Grade Science (2nd Edition)
Subject: Science
Grade: 3
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 3 - Adopted: 2016

STRAND / TOPIC **AR.SC.1. Forces and Interactions**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	3-PS2-1.	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. <u>3rd Grade Science (2nd Edition)</u> Unit 8: Lesson 4 - Balanced Forces Unit 8: Quiz 2
PERFORMANCE EXPECTATION	3-PS2-2.	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. <u>3rd Grade Science (2nd Edition)</u> Unit 8: Lab: Build a Pulley System Unit 8: Lab: Changing Position and Motion Unit 8: Lesson 1 - Force Unit 8: Lesson 4 - Balanced Forces Unit 8: Lesson 5 - Position and Distance Unit 8: Push or Pull Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lab: Mechanical Energy and Speed Unit 9: Lesson 2 - Mechanical Energy Unit 9: Quiz 1
PERFORMANCE EXPECTATION	3-PS2-3.	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. <u>3rd Grade Science (2nd Edition)</u> Unit 7: Lesson 4 - Magnets Unit 7: Poles of a Magnet Unit 7: Quiz 2 Unit 9: Lesson 6 - Electricity Unit 9: Quiz 2
PERFORMANCE EXPECTATION	3-PS2-4.	Define a simple design problem that can be solved by applying scientific ideas about magnets. <u>3rd Grade Science (2nd Edition)</u> Unit 7: Lesson 4 - Magnets Unit 7: Poles of a Magnet Unit 7: Quiz 2 Unit 8: Lab: Changing Position and Motion Unit 8: Lab: Magnetism Unit 8: Lesson 1 - Force Unit 8: Quiz 1

STRAND / TOPIC **AR.SC.2. Interdependent Relationships in Ecosystems**

CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	3-LS2-1.	Construct an argument that some animals form groups that help members survive. <u>3rd Grade Science (2nd Edition)</u> Unit 5: Lesson 6 - Staying Alive Unit 5: Quiz 2
PERFORMANCE EXPECTATION	3-LS4-1.	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. <u>3rd Grade Science (2nd Edition)</u> Unit 4: Lesson 4 - Fossils Unit 4: Local Fossils Unit 4: Quiz 2
PERFORMANCE EXPECTATION	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>3rd Grade Science (2nd Edition)</u> Unit 5: Lesson 6 - Staying Alive Unit 5: Lesson 9 - Protecting Ecosystems Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 6: Animal Research Unit 6: Lab: Bird Watching Unit 6: Lesson 3 - Plant Survival Unit 6: Lesson 8 - Animal Traits Unit 6: Quiz 1 Unit 6: Quiz 3
PERFORMANCE EXPECTATION	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>3rd Grade Science (2nd Edition)</u> Unit 5: Lesson 9 - Protecting Ecosystems Unit 5: Quiz 3
STRAND / TOPIC	AR.SC.3. Inheritance and Variation of Traits: Life Cycles and Traits	
CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	3-LS1-1.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <u>3rd Grade Science (2nd Edition)</u> Unit 6: Animal Research Unit 6: Frog Life Cycle Unit 6: Lab: Growing Plants Unit 6: Lesson 2 - Plant Life Cycle Unit 6: Lesson 3 - Plant Survival Unit 6: Lesson 4 - What are animals? Unit 6: Lesson 7 - Animal Life Cycle Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3

PERFORMANCE EXPECTATION	3-LS3-1.	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. <u>3rd Grade Science (2nd Edition)</u> Unit 6: Lesson 2 - Plant Life Cycle Unit 6: Quiz 1

PERFORMANCE EXPECTATION	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <u>3rd Grade Science (2nd Edition)</u> Unit 5: Lesson 6 - Staying Alive Unit 5: Quiz 2 Unit 6: Animal Research Unit 6: Lab: Bird Watching Unit 6: Lesson 3 - Plant Survival Unit 6: Lesson 9 - Animal Behavior Unit 6: Quiz 1 Unit 6: Quiz 3

STRAND / TOPIC **AR.SC.4. Weather and Climate**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>3rd Grade Science (2nd Edition)</u> Unit 3: Lab: Weather, Part 1: Observe and Measure Unit 3: Lesson 5 - Studying Weather Unit 3: Lesson 6 - Weather Worldwide Unit 3: Lesson 7 - Weather Maps and Graphs Unit 3: Quiz 2 Unit 3: Quiz 3

STRAND / TOPIC **AR.SC.5. Engineering, Technology, and Applications of Science**

CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	3-ETS1-1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. <u>3rd Grade Science (2nd Edition)</u> Unit 7: Lab: Floating or Sinking

PERFORMANCE EXPECTATION	3-ETS1-2.	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <u>3rd Grade Science (2nd Edition)</u> Unit 7: Lab: Floating or Sinking

PERFORMANCE EXPECTATION	3-ETS1-3.	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. <u>3rd Grade Science (2nd Edition)</u> Unit 7: Lab: Floating or Sinking

Appendix 1: Regarding Q8 A.2 Vision and Mission

The courses are designed to allow maximum flexibility and differentiation to meet the needs of each learner. These facts do not impact the rigor of the classes; they enhance the learning process because students can progress at their own pace and engage in activities that work best for their learning preferences. Students who have mastered a particular concept and have proven their understanding through various methods, like projects and formative and summative assessments, are encouraged to move to the next concept. In that case, they are encouraged to reflect on what areas they need to work on and continue reviewing earlier concepts, analyzing assessments, and practicing and completing activities until they can show mastery. This is where their teachers analyze the data and make any necessary adjustments that will allow the students to master the concepts in a way most conducive to their learning. This individualized approach helps students build a strong academic foundation and increase self-confidence, which sets the stage for lifelong learning.

One can find evidence of a blend of teaching methodologies designed to engage students and enhance their learning experiences in an online environment throughout the courses. For example, the data dashboard gives teachers real-time data so they can focus on the needs and interests of their students, thus allowing for differentiated instruction. Tailoring learning experiences to meet the diverse needs of students moves away from a one-size-fits-all approach to teaching. It offers students various ways to access content and demonstrate understanding. This student-centered learning approach encourages active participation and fosters independent learning. Using a project-based learning approach, ample opportunities exist to engage students in real-world projects and high school internships requiring critical thinking, collaboration, and problem-solving skills while providing them with valuable hands-on experience and exposure to professional environments. Other activities include a flipped classroom approach, where students work independently and use group and individual time with the instructor to discuss what was learned or to apply their learning by being given hands-on activities and projects. One of the most popular teaching methods is incorporating game-like elements into gamification learning activities. These fun, interactive activities have proven to increase engagement and motivation.

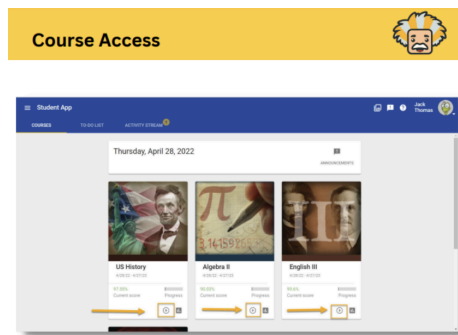
The data dashboard gives teachers real-time data to focus on their students' needs and interests, thus allowing for differentiated instruction and tailoring learning experiences to meet the diverse needs of students. Using a project-based learning approach, ample opportunities exist to engage students in real-world projects and high school internships. One of the most popular teaching methods is incorporating game-like elements into gamification learning activities. These fun, interactive activities have proven to increase engagement and motivation.

The wide range of digital activities is available anytime, anywhere, providing students the flexibility they need to succeed. These resources are particularly beneficial for diverse student populations who may require customized instructional support, including the increasing population of English Learners. Accessibility features include digital translation tools, audio narration, and video playback for enhanced engagement and comprehension. The embedded videos allow students to revisit lessons as often as necessary, supporting mastery at their own pace. These tools reflect best practices in differentiated instruction and make course materials easy to navigate. Straightforward navigation helps prevent frustration and confusion, as shown in Figure 1. A consistent layout in each course allows students to quickly become familiar with the structure, thus making it easier to locate information, as seen in Figure 2. Students and their learning coaches can find the course content organized into units and lessons, including overviews describing central objectives, activities,

and resources. This digital environment also minimizes students' time management issues through a clear schedule and deadlines, as shown in Figure 3, while supporting teachers' tracking of students' pace, progress, and performance through the dashboard, as seen in Figure 4.

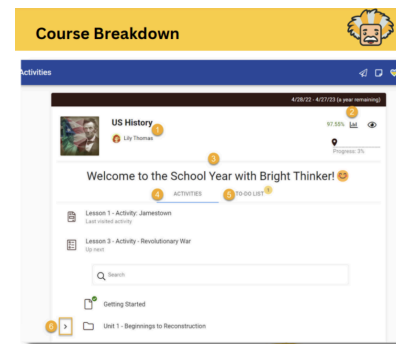
The proposal presents a targeted plan to address Arkansas students' diverse academic, social, and personal needs. Arkansas Virtual School is proud to offer an innovative educational model emphasizing flexibility, support, and student well-being, hallmarks of a high-quality learning environment designed to serve the whole child.

Figure 1. LMS Navigation



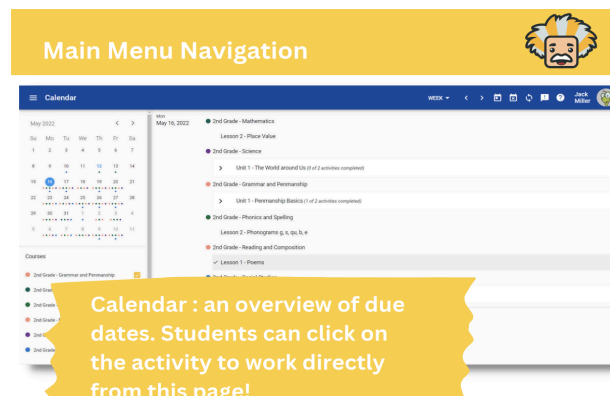
By clicking into the Activity button from the home page, students will access the course to begin working.

Figure 2. Course Layout



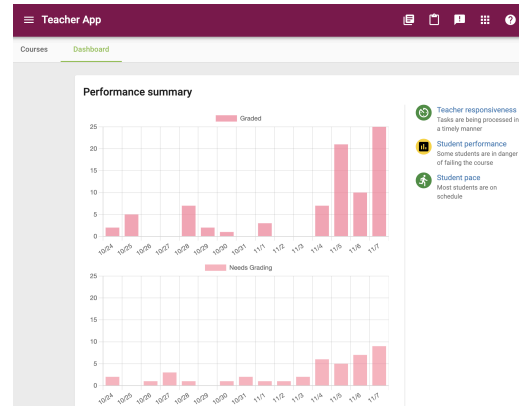
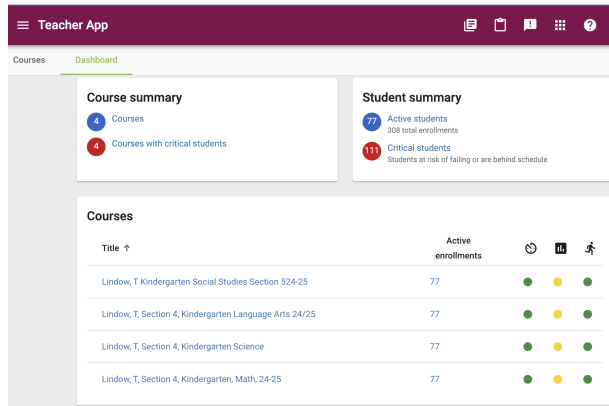
1. Course Title & Teachers: Students can see the teacher(s) listed.
2. Grades: Quick link to grades for this course
3. Landing Page: Information the teacher has placed for the course

Figure 3. Course Calendar



Calendar : an overview of due dates. Students can click on the activity to work directly from this page!

Figure 4. Pace, Progress, and Performance



The proposal presents a targeted plan to address Arkansas students' diverse academic, social, and personal needs. AVTA is proud to offer an innovative educational model emphasizing flexibility, support, and student well-being, hallmarks of a high-quality learning environment designed to serve the whole child.

Appendix 2: Regarding Q16. A.4 Academic Focus

Ongoing Professional Development

Arkansas Virtual Tech Academy believes in the power of mentorship and coaching. As part of their professional development journey, new staff will have the opportunity to work with experienced teachers through a mentoring and coaching program. This is accomplished in several ways, including by being part of a *Professional Learning Community (PLC)*. This time is used for teachers to collaborate and share best practices in a variety of content areas and helpful instructional and virtual classroom strategies. The PLCs have proven to help foster a culture of continuous improvement.

All staff will be encouraged to participate in the many online course offerings, which will allow them to learn at their own pace. They can also refer to the many available resources through a resource portal. Although the teachers work remotely, they are encouraged to attend conferences and workshops (remotely or in person) so they can gain insights from experts, connect with colleagues, learn new teaching techniques, and keep abreast of best practices.

The school will also encourage specialized staff training for those who specialize or want to enhance their knowledge in areas such as special education and English language acquisition. In these more focused training sessions, teachers learn how to tailor instruction to a student's specific needs, how to provide support through scaffolding, and about the latest resources and best practices. Teachers will also focus on literacy instruction in all areas and how to work with specialists to leverage a collaborative environment.

AVTA believes in learning about each student to ensure they can be successful. This holistic approach helps to develop relationships and gives the staff insight into how to support the student best, and sometimes the family. One of the ways to do this is by ensuring that the classroom is culturally responsive; this will help foster a positive and inclusive learning environment. Staff will also ensure that families receive the information and resources needed to support their child's learning while building a strong school-home partnership. Teachers will also receive training on providing students with opportunities to develop their social-emotional skills, which is important for fostering a sense of belonging and, ultimately, their success.

Professional development for educators will be continuous, high-quality, and data-driven. Teachers and staff will participate in evidence-based workshops led by external experts and knowledgeable professionals within the school community. Professional Learning Communities (PLCs) will be used to collaborate around student data, instructional practices, and shared challenges. Teachers will also engage in peer observations, coaching, and mentorship to promote growth and reflective practice. Staff will be well-versed in data analysis to monitor student outcomes and guide instructional decision-making, ensuring sustained growth and improvement across all grade levels.

Staff Development:

Professional development is ongoing, targeted, and designed to support excellence in virtual teaching practices, curriculum implementation, and student engagement. Staff participate in training focused on instructional technology, data-driven instruction, and supporting diverse learners.

Academics

Our Academics team supports Curriculum and Instruction, Student Engagement, State Testing coordination,

and Accountability initiatives. We assist with curriculum planning, instructional resource management, professional development for teachers, and engagement strategies to increase student participation and success. We also ensure compliance with state testing requirements and manage academic reporting, providing data analysis to drive instructional improvement and school accountability.

Operations

The Operations team oversees critical infrastructure, including Student Data management, Testing Logistics, Marketing and Registration, and Staff Development. We maintain and audit student information systems, coordinate all aspects of test administration, support strategic marketing initiatives to boost enrollment, and manage registration processes. We also facilitate professional development programs to ensure staff have the tools and training necessary for ongoing success.

The school will also have targeted professional development for educators such as training teachers in best practices for supporting ELs, including language development and cultural competency strategies.

The Professional Development Plan for English Learners (ELs) focuses on equipping educators with the knowledge and skills to support ELs in their learning journey effectively. This plan includes topics such as second language acquisition principles, differentiated instruction, and strategies for developing academic language proficiency. It should also address the unique needs of different EL subgroups, including students with interrupted education, and the importance of cultural responsiveness in the classroom.

Key Components of a Professional Development Plan for ELs:

Second Language Acquisition (SLA) Principles:

Understanding the stages of language acquisition and how these principles affect learning can help educators tailor their instruction to the specific needs of English language learners (ELs).

Differentiated Instruction:

Developing the ability to adapt instruction to meet the diverse learning needs of ELs, including those with different language proficiency levels and learning styles, is crucial.

Academic Language Development:

Focusing on the specific language skills and knowledge required for academic success, such as vocabulary, grammar, and reading comprehension, is essential.

Strategies for Supporting ELs:

Learning about various strategies that support ELs in the classroom, such as scaffolding, visual aids, and peer support, is vital.

Literacy Instruction for ELs:

Developing effective literacy practices for ELs, including strategies for building reading comprehension and writing skills, is important.

Collaborative Partnerships:

Understanding the importance of collaboration among general education teachers, EL specialists, and other support staff creates a cohesive learning environment for ELs.

Cultural Responsiveness:

Learning how to create a culturally responsive classroom that values the diverse backgrounds and languages of ELs is crucial for fostering a positive and inclusive learning environment.

Supporting ELs with Disabilities:

Understanding how to identify and support ELs who may also have learning disabilities is important for ensuring they receive appropriate support.

Supporting Families:

Engaging with EL families and providing them with information and resources to support their children's learning is essential for building a strong school-home partnership.

Newcomer Support:

Providing specific support for newly arrived English language learners, including welcoming them to the school

Community and helping them adjust to the new learning environment is important.

Sheltered Instruction Observation Protocol (SIOP) Training:

Understanding the principles of SIOP and how to implement them in the classroom can help educators create more accessible and engaging lessons for ELs.

Holistic Well-being:

Considering the social and emotional needs of ELs and providing them with opportunities to develop their Social-emotional skills are important for fostering a sense of belonging and success.

Ongoing Professional Development:

Mentoring and Coaching:

Providing new teachers with the opportunity to work with experienced teachers through mentoring and coaching programs can be beneficial for their professional development.

Professional Learning Communities (PLCs):

Creating Professional Learning Communities (PLCs) where educators can collaborate and share best practices for supporting English language learners (ELs) can help foster a culture of continuous improvement.

Online Courses and Resources:

Offering access to online courses and resources on EL education can provide educators with opportunities to learn at their own pace.

Conferences and Workshops:

Attending conferences and workshops on EL education can provide educators with opportunities to learn from experts and connect with colleagues.

- **Key Benefits of Conferences and Workshops:**

- **Knowledge Acquisition:** Gain insights from experts, learn new techniques, and stay informed about industry advancements.
- **Networking:** Connect with peers, build relationships, and collaborate on projects.

- Skill Development: Participate in hands-on workshops, receive personalized coaching, and improve specific skills.
- Professional Growth: Enhance your career prospects, expand your knowledge, and broaden your perspectives.
- Stay updated: Keep up with emerging trends and technologies in your field.
- Examples of Conferences and Workshops:
 - Educational Conferences: Focused on teaching methods, curriculum development, and educational technology.
 - Industry-Specific Conferences: Tailored to particular sectors like healthcare, technology, or finance.
 - Skills-Based Workshops: Offer hands-on training in specific areas, such as programming, marketing, or leadership.
- Tips for Attending Conferences and Workshops:
 - Plan Ahead: Research available options, set priorities, and book accommodations and transportation early.
 - Set Goals: Define what you want to learn and gain from the event.
 - Engage Actively: Participate in discussions, ask questions, and connect with speakers and attendees.
 - Take Notes and Reflect: Document key takeaways and think about how to apply the new knowledge in your work.
 - Follow Up: Network further with those you met, share insights, and stay in touch.
- Possible Conferences and Workshops to Attend:
 - TESOL International Convention & Expo: This is an in-person event featuring diverse sessions and exhibits, offering global perspectives and professional networking opportunities. TESOL International Convention & Expo will be in Long Beach, California, USA, in 2025.
 - ACAMIS English Language Learners (EL) Conference: Specifically focuses on teaching English language learners.
 - WIDA Annual Conference: A valuable resource for educators working with English Language Learners.
 - SIOP Annual Conference: Focuses on implementing the SIOP model for teaching English Language Learners.
- Research-Based Practices:
 - Staying up-to-date on the latest research on EL education and implementing research-based practices in the classroom is essential.

Professional Development in Virtual Education

Arkansas Virtual Tech Academy is committed to excellence in virtual instruction. We consistently align teaching to best practices to ensure an engaging, effective, and inclusive learning environment for all students. Our teacher training focuses on planning, preparation, the classroom environment, instruction, and professional responsibilities to ensure that virtual classrooms promote student success.

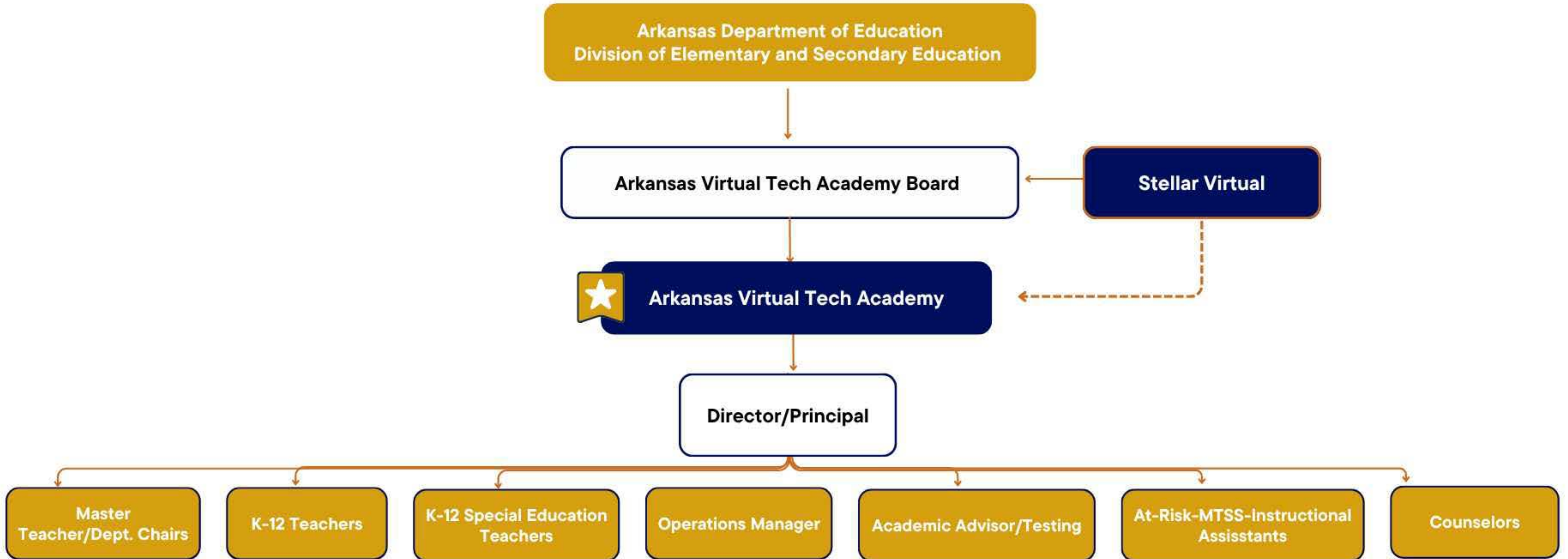
Training includes rigorous instructional use of digital tools such as Kahoot and NearPod, which enhance student engagement and support differentiated learning. Teachers also learn to apply accessibility by providing materials in multiple formats, utilizing assistive technology, and offering flexible learning pathways.

Our training promotes a positive, supportive virtual atmosphere that fosters collaboration, respect, and active participation in the virtual classroom environment. Additionally, guidance to provide clear behavioral expectations, promoting student engagement through interactive activities, and cultivating a sense of community in the online classroom. Teachers are exposed to various tools and resources to monitor and manage student engagement and behavior, ensuring all students feel valued and connected.

Teachers learn a variety of teaching strategies to deliver dynamic and personalized content. By leveraging formative assessments and real-time data, teachers can adjust their instructional approach to meet the needs of individual students, ensuring that each learner remains challenged and supported. Lessons are designed to facilitate synchronous and asynchronous learning, allowing flexibility while maintaining high expectations for student achievement.

Teachers learn to prioritize professional responsibilities by engaging in continuous professional development. This includes training on the latest digital teaching tools, reflecting on instructional practices, analyzing data to drive instructional needs, and incorporating feedback to drive growth as a virtual educator. Furthermore, the teachers ensure communication with students and families strategies, ensuring that they are well-informed about academic progress, upcoming assignments, and any needed support.

Organizational Chart



Arkansas Virtual TechAcademy's Enrollment Process Policy

1. Lead Generation and Initial Contact
 - a. Families are sent an automated text and email directing them to the online application.
 - b. Leads are dropped into the CRM as "Not Attempted Call."
 - c. Enrollment Specialist (ES) leaves a detailed voicemail (VM) and sends an immediate follow-up text using registration templates.
 - d. The Registration Specialist (RS) then moves the family from "Not Attempted" to "Attempted."
2. Lead Nurturing and Follow-Up
 - a. On Day 1, an Enrollment Specialist collects the lead and calls the family within 24 hours.
 - b. Enrollment Specialists continue to follow up with personal caseloads to nurture for 6 weeks.
 - c. If the parent is successfully contacted, the Enrollment Specialist moves the lead to "Contacted" and adds a note, then provides the application link.
 - d. If the parent is not interested or does not qualify, the Enrollment Specialist moves the lead to "Unqualified," which closes out the lead.
 - e. The Enrollment Manager sends weekly nurture messages (emails & texts) from the CRM to leads and registrations.
 - f. If no movement occurs after 6-8 weeks, the lead is moved to "No Response."
3. Registration Process
 - a. Once the family completes the online application, they move to "Registration Received" (RR) in the CRM.
 - b. An automated email and text are sent to the family with a link to submit the required documents, including Proof of Age, Proof of Residency, Academic Records, Immunization Records, and any other documentation required by the state.
 - c. New applications are also collected by the Enrollment Specialist (ES) and contacted within 24 hours with a personalized phone call to answer questions.
 - d. If the parent does not answer, a voicemail is left, followed up with a text message, and a document upload link is provided again.
 - e. If documents are incomplete, the Enrollment Specialist moves the student to "Registration Incomplete" and sends an email or text with details of the missing documents.
 - f. Enrollment Specialists continue weekly follow-ups until documents are submitted.
4. Document Submission and Review
 - a. Upon submitting the document, the student moves to "Documents Submitted" in the CRM.
 - b. The Enrollment Specialist reviews documents and moves the student to "Application Review" or "Registration Incomplete" if any outstanding documents are found.
 - c. The student is then directed to the appropriate review team:
 - d. "AR: SPED" for Special Pops review.
 - e. "AR: APP" for Academic review.
 - f. A Special Populations Specialist (SP) requests necessary records through the state system, district, or parent to ensure that services can be provided.
 - g. Once records are verified, the special programs specialist marks "SP Review Complete." The application is moved to Application Review for grade-level placement.
 - h. Application Review Specialists grab new applications and assign them to themselves. They verify the grade level and review any uploaded academic records. The Application Review Specialist contacts the parent if any academic records are missing and will also contact districts on their behalf if needed. Once documents and grade level are verified, mark "AR Review Complete."
5. Approval and Onboarding Handoff

- a. Upon completion of all records and verification, the Enrollment Supervisor and Manager triple-check the records.
 - b. The student is then flipped to "Registration Approved."
 - c. A CRM sends automated approval notifications to the family via email and text, along with the next steps.
 - d. The Application Review Enrollment Specialist reviews the prior academic record and follows up with parents if necessary.
 - e. The student is handed over to the Onboarding Team for final enrollment in the student portal.
6. Timeline and Accountability
 - a. Leads are followed up on for a total of 8 weeks before being closed.
 - b. Weekly follow-ups are conducted for pending document submissions.
 - c. All team members are responsible for maintaining accurate CRM documentation at each stage.
7. Roles and Responsibilities Overview
 - a. Enrollment Specialists: Initial contact, follow-ups, document review.
 - b. Registration Specialists: Document tracking and follow-ups.
 - c. Enrollment Manager: Oversees nurturing communications.
 - d. Enrollment Supervisor: Ensures final approvals and handoffs.
 - e. Academic and SP Specialists: Final eligibility and service provision checks.

This policy ensures a structured, efficient, and family-centered enrollment process at AVS, aligning with our commitment to putting kids first.

Arkansas Virtual Tech Academy's Procedure for Receiving and Implementing IEP and 504 Plans

1. Referral and Identification:
 - a. IEP: Records will be requested from their previous school if a student is identified as having an existing IEP during enrollment. Parents, teachers, or other professionals concerned about a student's academic progress or behavior can also refer the student for evaluation.
 - b. 504 Plan: If a student is identified as having an existing 504 plan during enrollment, records will be requested from their previous school. If a student has a disability that significantly impacts a significant life activity, including learning, they can be identified for a 504 plan. Like an IEP, this can be initiated by parents, teachers, or school staff.
1. Evaluation and Eligibility Determination:
 - a. IEP: After parents are given prior written notice and consent, a comprehensive evaluation is conducted to assess the student's strengths, weaknesses, and specific educational needs. This may include psychological assessments, academic testing, and input from parents and teachers. A multidisciplinary team, including exceptional education professionals, parents, and relevant staff, meets to review the evaluation results and determine if the student qualifies for special education services.
 - b. 504: After parents are given prior written notice and consent, a more general evaluation is performed to determine if the student qualifies under Section 504. This may involve reviewing existing records and gathering input from teachers and parents. A similar team meets to decide if the student has a disability that requires accommodations to access the general education curriculum.
2. Plan Development:
 - a. IEP: If eligible, an IEP team meeting is convened to develop an Individualized Education Program. This meeting will include the parents, teachers, a special education provider, a school administrator, and, if appropriate, the student. The IEP will outline specific educational goals, services, accommodations, and modifications tailored to the student's needs.
 - b. 504: If eligible, a 504 team develops a plan that specifies the accommodations and modifications necessary for the student to succeed in the general education environment. This meeting will include the parents, teachers, a special education provider, a school administrator, and, if appropriate, the student.
4. Implementation:
 - a. IEP: Once the IEP is finalized, it is shared with all relevant staff. To ensure its effective implementation, the teachers and service providers who interact with the student are trained on the specific accommodations and goals outlined in the IEP.
 - b. 504: The 504 plan is distributed to all staff who interact with students. Teachers are informed of the necessary accommodations to ensure students can participate fully in the classroom.
5. Monitoring and Review:
 - a. IEP: The IEP is reviewed annually to assess the student's progress toward the written goals. If a student's performance and needs change, adjustments may be made to the IEP. To further ensure that the student's needs are met, a reevaluation is conducted to determine if the plan should be modified.
 - b. 504: The 504 plan is also reviewed periodically. It is reviewed annually to ensure that accommodations remain appropriate and effective. Adjustments are made as needed. To further ensure that the student's needs are met, a reevaluation is conducted to determine if the plan should be modified.
6. Transition Planning:
 - a. If appropriate, the IEP will include specific transition services starting at age 16 or younger. These services will prepare the student for post-secondary goals, such as continued education, employment, and independent living. These goals will equip students with the skills, resources, and support they need to navigate the transition from high school to adulthood successfully.

- b. To enhance the effectiveness of transition services, schools will actively collaborate with external agencies and organizations.

Appendix 2A: Regarding Q17. A.5 Academic Focus

Professional Development in Virtual Education

Stellar Virtual is committed to excellence in virtual instruction. We consistently align teaching practices with the Virtual Teacher Training Guidelines to ensure an engaging, effective, and inclusive learning environment for all students. Our teacher training focuses on planning, preparation, the classroom environment, instruction, and professional responsibilities to ensure that virtual classrooms promote student success.

Staff training includes rigorous instructional use of digital tools such as Kahoot and NearPod, which enhance student engagement and support differentiated learning. Teachers also learn to apply accessibility by providing materials in multiple formats, utilizing assistive technology, and offering flexible learning pathways.

Our training promotes a positive, supportive virtual atmosphere that fosters collaboration, respect, and active participation in the virtual classroom environment. Additionally, Stellar Virtual's professional leadership team will provide guidance on how to ensure clear behavioral expectations, promote student engagement through interactive activities, and cultivate community in the online classroom. Teachers are exposed to various tools and resources to monitor and manage student engagement and behavior, ensuring all students feel valued and connected.

Teachers learn a variety of teaching strategies to deliver dynamic and personalized content. By leveraging formative assessments and real-time data, teachers can adjust their instructional approach to meet the needs of individual students, ensuring that each learner remains challenged and supported. Lessons are designed to facilitate synchronous and asynchronous learning, allowing flexibility while maintaining high expectations for student achievement.

Teachers learn to prioritize professional responsibilities by engaging in continuous professional development that aligns with the state guidelines. This includes training on the latest digital teaching tools, reflecting on instructional practices, analyzing data to drive instructional needs, and incorporating feedback to drive growth as a virtual educator. Furthermore, the teachers learn strategies to communicate with students and families, ensuring that they are well-informed about academic progress, upcoming assignments, and any needed support.

The school has a structured professional development plan that begins during the start-up period and extends through the first three months of the school year, tailored to support the multiple roles across our academic team. Below is an overview broken down by timeframe, content, and required participants:

Start-Up Period (Pre-Service / Summer PD Weeks)

Timeframe: June–August

Audience: All Academic Staff (Teachers, Counselors, Special Educators, Engagement Specialists, Leadership, etc.)

Core Content:

- Staff Orientation
- New Hire Role-Based Onboarding (Teacher, Counselor, SpEd, etc.)
- State-specific compliance trainings (e.g., Responsive Learning for TX staff)
- Systems & Tools: Genius SIS, BrightThinker, NWEA, Google Suite, Let's Talk, Pathful
- Family Communication Expectations
- Accessibility & Inclusion Best Practices
- Summer PD Week Sessions (live and asynchronous) covering:
 - Customer Service in a Virtual Setting
 - Engaging Students in Asynchronous Learning

- Conflict Resolution
- Data-Driven Intervention
- SPED Meeting Etiquette
- Leadership Development
- Creative Planning & Student Engagement

First Month of School (Tentative Plan)

Audience: All Academic Staff (Required for new hires; recommended for returning staff)

Core Content:

- Mentor check-ins and classroom coaching (Weeks 1–6 for new teachers)
- Onboarding follow-ups in BrightThinker or Genius (based on role)
- Targeted PD based on early student data and platform usage
- Live PLCs (Professional Learning Communities) and department meetings
- First 30 Days of Communication & Engagement Training

Month 2–3 (Tentative Plan)

Audience: All Academic Staff

Core Content:

- Embedded PD during PLCs (topics based on walkthrough/observation trends)
- Data Review Workshops (student progress & pacing)
- Intervention strategy PD (Tiered support + documentation)
- Coaching sessions based on needs (classroom mgmt., feedback, tech tools)
- Optional micro-courses for enrichment (SEL, trauma-informed practices, etc.)

All asynchronous trainings remain available on demand year-round in our LMS, so staff can revisit content as needed or access it if they join mid-year.

All asynchronous trainings remain available on demand year-round in our LMS, so staff can revisit content as needed or access it if they join mid-year.

Teachers also have time embedded in their daily and weekly schedules for:

- Morning Preparation and Lesson Planning
- Grading and Providing Feedback
- Office Hours - Drop-In Support
- Individual Student Support
- Team Collaboration and Meetings
- Breaks
- Video Lesson Creation
- Student Check-ins
- Parent Emails and Calls
- Ongoing Professional Development

K-5 Daily Master Schedule - Arkansas Virtual Tech Academy

K-5 Daily Master Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Log In, Check Email, and Check <i>School/Status</i> Time				
9:00-10:00	Language Arts Live Instruction (Foundational Skills)				
10:00-11:00	Special Rotations - Live Instruction (LI) - Office Hours (OH)				
	PE/Health Live Instruction	<i>Specials Rotations Live Instruction/Office Hours</i> Technology Applications - Art - Music - Theater			Asynchronous Workbook Time & Small Groups
11:00-12:00	Language Arts Asynchronous Workbook Time/Small Groups				
12:00-1:00	Lunch				
1:00-2:00	Math Live Instruction				Asynchronous Workbook Time & Small Groups
2:00-3:00	Rotation Science / Social Studies Live Instruction				
3:00-3:30	Science/SS Asynchronous Workbook Time - Small Groups				
3:30-4:30	Math Asynchronous Workbook Time - Small Groups				
4:30-5:00	Asynchronous Workbook Time - Small Groups				

Key

Language Arts Live Instruction Daily ELA live lesson time for foundational literacy skills and knowledge-building instruction in grades K-5, aligned with state standards and best practices in literacy development.

Math Live Instruction: This is direct instruction for math skills. Students engage in live lessons with interactive discussions, guided practice, and support for core standards.

PE/Health Live: Physical education combined with health education to promote overall wellness, fitness, and healthy lifestyle choices.

Technology Applications Office Hours: Support for students to learn how to use technology effectively and safely, incorporating digital tools for learning, creativity, and productivity.

Music Office Hours: Support for students with practice assignments.

Art Office Hours: Support for students with art projects, lessons, and assignments

Music Office Hours: Support for students with practice assignments in their music curriculum.

Theatre Office Hours: Support for students with getting help with theater-related assignments or performances.

Asynchronous workbook time: Independent, self-paced work using printed or digital workbook materials in the LMS.

Small Groups: Targeted instruction in smaller groups based on student needs and learning gaps. Teachers offer differentiated instruction for students who need more focused attention or those who require advanced challenges.

Theatre Office Hours

Science/Social Studies Live Instruction: Direct instruction to explore science and social studies concepts through interactive lessons and engaging students in inquiry-based learning and critical thinking in both subjects.

Spanish Live Instruction: Spanish language instruction for students who have selected Spanish as an elective. Develop basic fluency in Spanish while exploring cultural topics.

6-8 Daily Master Schedule - Arkansas Virtual Tech Academy

6-8 Daily Master Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Log In, Check Email, and Check <i>School/Status</i> Time				
9:00-9:30	Math Live Instruction				Asynchronous Work Time
9:30-10:00	Special Rotations - Live Instruction (LI) - Office Hours (OH)				
	SS LI	Asynchronous Work Time	SS LI	Asynchronous Work Time	Asynchronous Work Time
10:00-10:30	English LI	Science LI	English LI	Science LI	Asynchronous Work Time
10:30-11:00	Health LI	Health LI	Fine Arts LI	Fine Arts LI	Asynchronous Work Time
11:00-12:00	Asynchronous Work Time - Small Groups - Office Hours				
12:00-1:00	Lunch				
1:00-1:30	Keyboard LI	Keyboard LI	PE LI	PE LI	Asynchronous Work Time - Small Groups - Office Hours
1:30-2:00	College & Career Exploration LI	College & Career Exploration LI	Professional Communications (Speech) LI	Professional Communications (Speech) LI	Asynchronous Work Time - Office Hours
2:00-2:30	Spanish LI	Spanish LI	Computer Science LI	Computer Science LI	Asynchronous Work Time - Office Hours
2:30-5:00	Asynchronous Work Time - Office Hours				

Key

Math Live Instruction: Live sessions where students engage in real-time learning with a teacher, covering math concepts, problem-solving, and interactive activities.

Social Studies Live Instruction: These are live sessions covering history, geography, and social studies topics, during which students actively participate in discussions and activities about the world around them.

English Live Instruction: Live lessons for English Language Arts, focusing on reading, writing, grammar, and literature, where students can interact with the teacher and peers.

Science Live Instruction: Live classes focused on science topics, where students explore scientific concepts through discussions, experiments, and demonstrations led by their teacher.

Health Live Instruction: These live sessions promote physical, mental, and emotional well-being. Students learn about topics such as nutrition, personal hygiene, mental health, decision-making, and healthy lifestyles through interactive discussions and activities.

Fine Arts Live Instruction: These live sessions are tailored to the student's chosen fine arts elective, such as music, theatre, or visual arts. These classes allow students to develop creative skills through hands-on activities, performances, or art projects, guided by their instructor.

Asynchronous Work Time: Independent, self-paced work in the LMS.

Keyboarding Live Instruction: These are live sessions that teach typing skills and keyboarding techniques, focusing on increasing typing speed and accuracy for academic and future use.

PE Live Instruction: Live sessions are designed to engage students in physical education through virtual fitness routines, games, and movement exercises. These classes promote physical activity, teamwork, and healthy habits even remotely.

College & Career Exploration Live Instruction: Live instruction where students explore various career paths, discuss job responsibilities, and learn about skills and education needed for different professions.

Professional Communications (Speech) Live Instruction: Live lessons that teach practical communication skills for professional and academic settings, including email etiquette, public speaking, and collaboration.

Spanish 1 Live Instruction: These live sessions focus on introductory Spanish language skills, including vocabulary, grammar, pronunciation, and basic conversation. Students practice speaking, listening, reading, and writing in Spanish while exploring aspects of Spanish-speaking cultures.

Computer Science Live Instruction: Live sessions introduce students to computer science concepts, coding, programming, and digital literacy, fostering skills in tech and innovation.

Asynchronous work time: Independent, self-paced work in the LMS.

Small Groups: Targeted instruction in smaller groups based on student needs and learning gaps. Teachers offer differentiated instruction for students who need more focused attention or those who require advanced challenges.

Office Hours - Bookable Time for 1:1 Session with Teacher: This is a dedicated time when students can schedule individual meetings with their teachers to ask questions, get extra help, or discuss assignments and progress.

9-12 Daily Master Schedule - Arkansas Virtual Tech Academy

9-12 Daily Master Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Log in, Check Email, Check <i>SchoolStatus</i>				
9:00-9:30	Math Live Lesson (LI)				Asynchronous Work Time
9:30-11:00	English / SS LI	Science LI	English / SS LI	Science LI	Asynchronous Work Time
11:00-12:00	Asynchronous Work Time and Office Hours				Asynchronous Work Time
12:00-1:00	Lunch				
1:00-1:30	World Language LI				Asynchronous Work Time: Small Groups and Office Hours
1:30 - 2:00	Fine Arts Live Instruction				Asynchronous Work Time: Small Groups and Office Hours
2:00-2:30	PE/Health LI				Asynchronous Work Time: Small Groups and Office Hours
2:30-3:00	CTE LI				Asynchronous Work Time: Small Groups and Office Hours
3:00-5:00	Asynchronous Work Time - Small Groups - Office Hours				

Key

Math Live Instruction: These are live sessions where high school students dive into advanced mathematical concepts, including algebra, geometry, calculus, and statistics. These classes involve problem-solving, interactive discussions, and real-time support from the teacher to reinforce understanding and application.

English: Live lessons for English Language Arts, focusing on reading, writing, grammar, and literature, where students can interact with the teacher and peers.

Social Studies: Live sessions covering history, geography, government, economics, and other social studies topics, where students actively participate in discussions and activities about the world around them.

Science Live Instruction: These are live classes that explore a wide range of scientific fields, such as biology, chemistry, physics, and earth science. Students engage in deep discussions, experiments, and demonstrations to develop critical thinking skills and a strong understanding of scientific principles.

World Languages Live Instruction: These are live sessions where students learn the fundamentals of their elected world language, such as American Sign Language (ASL), German, French, or Spanish. These classes cover vocabulary, grammar, pronunciation, and cultural insights, with opportunities for conversation practice and language immersion activities.

Fine Arts Live Instruction: These live sessions are tailored to the student's chosen fine arts elective, such as music, theatre, or visual arts. These classes allow students to develop creative skills through hands-on activities, performances, or art projects guided by their instructor.

PE/Health Live Instruction: PE live sessions are designed to engage students in physical education through virtual fitness routines, games, and movement exercises. These classes promote physical activity, teamwork, and healthy habits even remotely. Health live sessions focused on promoting physical, mental, and emotional well-being. With interactive discussions and activities, Students learn about nutrition, personal hygiene, mental health, decision-making, and healthy lifestyles.

CTE Live Instruction: Live sessions introduce students to various career pathways and practical skills. These classes cover business, engineering, healthcare, technology, and other technical fields, often including hands-on projects and real-world applications to prepare students for future careers.

Asynchronous work time: Independent, self-paced work in the LMS.

Small Groups: Targeted instruction in smaller groups based on student needs and learning gaps. Teachers offer differentiated instruction for students who need more focused attention or those who require advanced challenges.

Office Hours - Bookable Time for 1:1 Session with Teacher: This is a dedicated time when students can schedule individual meetings with their teachers to ask questions, get extra help, or discuss assignments and progress

		Planning Year	Year 1	Year 2	Year 3		
Antipated Funded Enrollment		0	1,000	1,250	1,500		
State Funding Sources		0	7,600,000	9,500,000	11,400,000	\$7,600	per funded enrollment
Advance from Operator		35,000	0	0	0		
		\$35,000	\$7,600,000	\$9,500,000	\$11,400,000		
Operator (Turn-key Services)		0	7,448,000	9,310,000	11,172,000	98%	of Program Funding
Legal		25,000	15,000	10,000	10,000	estimate	per year
Audit			15,000	15,000	15,000	estimate	per year
D&O Insurance		2,500	2,500	2,500	2,500	estimate	per year
Board Expenses		600	1,200	1,200	1,200	estimate	per year
Bank Fees		300	300	300	300	estimate	per year
Repayment of Operator Advance		0	35,000	0	0		
		\$28,400	\$7,517,000	\$9,339,000	\$11,201,000		
Change in Fund Balance		\$6,600	\$83,000	\$161,000	\$199,000		
Fund Balance		\$6,600	\$89,600	\$250,600	\$449,600		

[illegible]

		July	August	September	October	November	December	January	February	March	April	May	June
State Funding Sources		633,333	633,333	633,333	633,333	633,333	633,333	633,333	633,333	633,333	633,333	633,333	633,333
Advance from Operator		0	0	0	0	0	0	0	0	0	0	0	0
		\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333	\$633,333
Operator (Turn-key Services)		620,667	620,667	620,667	620,667	620,667	620,667	620,667	620,667	620,667	620,667	620,667	620,667
Legal		7,500	0	0	0	0	0	7,500	0	0	0	0	0
Audit		0	0	0	0	0	0	0	0	0	0	7,500	7,500
D&O Insurance		2,500	0	0	0	0	0	0	0	0	0	0	0
Board Expenses		100	100	100	100	100	100	100	100	100	100	100	100
Bank Fees		25	25	25	25	25	25	25	25	25	25	25	25
Repayment of Operator Advance		0	0	5,000	5,000	5,000	5,000	5,000	5,000	5,000	0	0	0
		\$630,792	\$620,792	\$625,792	\$625,792	\$625,792	\$625,792	\$633,292	\$625,792	\$625,792	\$620,792	\$628,292	\$628,292
Beginning Fund Balance		6,600											
Change in Fund Balance		2,542	12,542	7,542	7,542	7,542	7,542	42	7,542	7,542	12,542	5,042	5,042
Fund Balance		\$9,142	\$21,683	\$29,225	\$36,767	\$44,308	\$51,850	\$51,892	\$59,433	\$66,975	\$79,517	\$84,558	\$89,600

Board Training

Module #1

1. State Overview
2. Relationship Between the DOE and the Board
3. Relationship Between the Educational Service Provider (ESP) and the Board
4. The School's Vision and Mission
5. The Board's Responsibilities
6. Board Roles
7. Board Conflict of Interest Disclosures

Module #2

1. Board Governance versus Management
2. Modes of Governance
3. Fiduciary Responsibilities
4. Generative Responsibilities
5. Strategic Responsibilities
6. Best Practices of an Effective Board
7. Bylaws

Module #3

1. Charter contract
2. Articles of incorporation
3. Bylaws
4. ESP Agreement
5. Board Member application
6. Criminal background check application
7. Conflict of interest form

During the *planning year*, the board will have ample opportunity to continue a training series and prepare for the agenda for the launch year, 2026-2027. The list below offers potential topics that the board could engage in.

Strategic Planning

1. Mission and vision alignment
2. Long-term goals (academic, enrollment, facilities)
3. School improvement planning
4. Stakeholder engagement and community relations

Governance and Board Health

1. Continuation of board training and development
2. Recruitment of new board members
3. Bylaws and policy updates
4. Evaluation of board performance
5. Committee reports (e.g., finance, governance, academics)

Personnel and Leadership

1. Hiring, evaluating, and supporting the school leader
2. Staffing plans and compensation

3. Succession planning for leadership
4. HR Policies and compliance

Academic Oversight

1. Achievement and growth
2. Curriculum & instructional quality
3. State assessments & performance results
4. Special education compliance
5. Graduation or promotion rates

Financial Oversight

1. Annual budget approval and monitoring
2. Monthly or quarterly financial statements
3. Audits and compliance with state/federal funding
4. Fundraising strategy
5. Grant funding management oversight
6. Compliance and Legal
7. Open Meeting Law (Arizona)
8. Public records compliance
9. Charter contract renewal, amendments, and performance
10. Adherence to federal/state education laws (e.g., FERPA, IDEA)

The board will have a calendar established for the start of the school year. The sample timeline and topics are shown below.

Sample Annual Charter School Board Calendar

<i>Month</i>	<i>Key Focus Areas</i>
<i>July</i>	Approve the annual operating budget. Review and approve the employee handbook Review the audit timeline Review/approve employee contracts and handbook
<i>August</i>	Start-of-year readiness updates Enrollment status of staffing Finalize the annual board calendar Review compliance and safety plans
<i>September</i>	Review standardized test data (prior year) Academic performance goals Board training plan begins
<i>October</i>	Charter compliance review Annual fundraising strategy Financial health update (Q1)

November	School leader evaluation process kickoff Mid-semester academic update Governance policies review
December	Mid-year budget review State/Federal compliance status Revisit strategic priorities
January	Mid-year school performance report Re-enrollment projections Staffing plans for next year
February	Audit presentation (prior fiscal year) Financial health update (Q2)
March	Board recruitment and succession planning School calendar draft for next year Preliminary budget discussion
April	School leader evaluation Draft next year's budget Finalize strategic plan updates
May	Approve next year's school calendar Graduation/end-of-year planning Review student discipline and attendance trends
June	Approve the final budget for next year End-of-year reports from committees Board self-evaluation and goal-setting

The Board's ethical standards for operation of the school is set forth in its Code of Ethics, Conflict of Interest and Anti-Discrimination policies - see Attachment 10. Collectively these policies, together with the Bylaws, establish the Board's commitment to being an exemplary steward of the public's trust, both with respect to the students entrusted to the School and the public funds received to provide these students with an education program that will stimulate their desire to learn and prepare them for life beyond their time with the school, whether that be a college, trade school, or direct to employment ambition. The board is committed to embracing the highest ethics standards in its role as the School's operator and welcomes feedback from the Authorizer with respect to how it can better document and enforce those standards.

There are no existing relationships that could pose an actual or perceived conflict if the application is approved. If information comes to the applicant's attention that raises that concern, that information will be shared with the Department.

Fundamental to its responsibilities bullet above, the Board will provide oversight of the education service provider (ESP) to ensure the school's day to day operations align with the Board's vision and mission for the school, as well as comply with State and federal statutory and regulatory requirements. The ESP will be required to meet regularly with designated members of the Board to review key components of the school's operations, including, but not limited to, academics, finances, and staffing, so as to ensure the school's operations are aligned to the Board's vision and mission for the school, as well as to Arkansas and federal law and Board policies.

ANTI-DISCRIMINATION POLICY FOR SUPPORTERS OF HIGH QUALITY ONLINE EDUCATION IN ARKANSAS, INC.

NOTICE OF NONDISCRIMINATION POLICY AS TO EMPLOYEES AND VOLUNTEERS

Supporters of High Quality Online Education in Oregon, Inc. is committed to equal employment and volunteer opportunity without regard to age, ancestry, disability, national or ethnic origin, race, religious belief, sex, sexual orientation, gender identity, marital or veteran status.

This policy applies to all areas of employment and volunteer participation, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation, benefits, social and recreational programs, all other conditions and privileges of employment in accordance with applicable federal, state and local laws.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Supporters of High Quality Online Education in Arkansas, Inc. is the operator of Arkansas Virtual School (together the "School"), an Oregon state-wide virtual charter school. The School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, and other school-administered programs.

PUBLICATION

This Anti-Discrimination Policy shall be prominently published on the website of the School.

APPROVAL AND IMPLEMENTATION

This Anti-Discrimination Policy has been approved by the Board of Directors of Supporters of High Quality Online Education in Arkansas. and is effective as of [EFFECTIVE DATE].

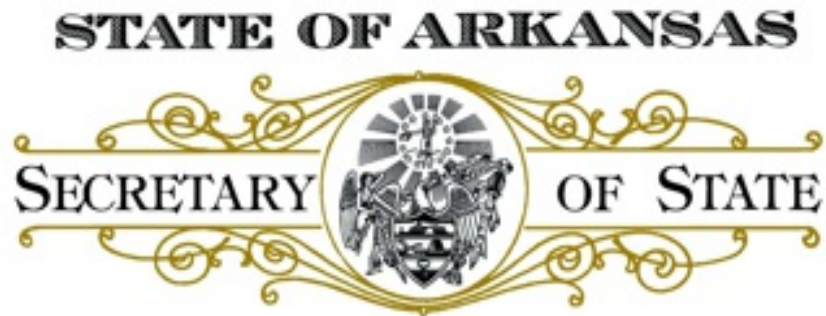
Supporters of High Quality Online Education in Arkansas, Inc.

By:

Title:

Authorized Signature

Date: _____



Cole Jester

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Cole Jester, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

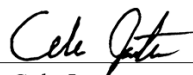
Articles of Incorporation for Dom. Non-Profit Corp

of

**SUPPORTERS OF HIGH QUALITY ONLINE EDUCATION IN
ARKANSAS**

filed in this office
June 11, 2025

In Testimony Whereof, I have hereunto set my hand
and affixed my official Seal. Done at my office in the
City of Little Rock, this 11th day of June 2025.



Cole Jester
Secretary of State

Online Certificate Authorization Code: 86593868542c44765d6
To verify the Authorization Code, visit sos.arkansas.gov

CONFLICT OF INTEREST POLICY FOR SUPPORTERS OF HIGH QUALITY ONLINE EDUCATION IN ARKANSAS, INC.

1. PURPOSE

The purpose of this Conflict of Interest Policy at Supporters of High Quality Online Education in Arkansas, Inc. is to protect the organization's interests 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.

2. CONFLICT OF INTEREST PRINCIPLES

- **Accountability:** Ensure that the organization is accountable to its stakeholders by establishing clear procedures for identifying, disclosing, and managing conflicts of interest.
- **Transparency:** Maintain transparency in all operations and decision-making processes to prevent any actual, potential, or perceived conflicts of interest.
- **Integrity:** Uphold the highest standards of integrity by ensuring that all individuals involved with the organization act in the best interest of the organization and its mission.
- **Fairness:** Treat all stakeholders fairly and equitably by implementing measures to manage conflicts of interest and prevent any undue influence or bias.
- **Responsibility:** Ensure that the organization meets its ethical obligations and operates in a manner that promotes trust and confidence among stakeholders.

3. DEFINITIONS

- **Interested Person:** Any director, principal officer, or member of a committee with governing board-delegated powers 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.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

4. PROCEDURES

- **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.
- **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, the disinterested members of the governing board or committee shall decide if a conflict of interest exists.

5. CONFLICTS OF INTEREST PER ARKANSAS LAW

Guiding Examples of Conflict of Interest Prohibitions:

- Public officials may not use their public position to secure unwarranted privileges or exemptions for himself or herself or others.
- Public officials may not use a government agency's supplies, facilities, equipment, employees, records or any other public resources to engage in their private employment or business interests.
- Public officials may not accept employment, contract, or engage in any public or professional activity that a reasonable person would expect might require or induce him or her to disclose any information acquired by the member by reason of his or her official position that is declared by law or rule to be confidential
- Public officials may not engage in private business interests or other employment activities on their government agency's time.
- Public officials may not disclose any confidential information gained by reason of his or her position, including without limitation disclosing information acquired by attending an executive session of the board of directors unless the disclosure of that information is otherwise authorized or required by law.
- Public officials may not use information acquired by reason or his or her position for his or her personal gain or benefit.

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 attainable under circumstances that would not give rise to 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, it shall make its decision as to whether to enter into the transaction or arrangement.

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.

6. 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.

7. 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 voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

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 charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

8. 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 or further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

9. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article 8, the organization may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

10. APPROVAL AND IMPLEMENTATION

This Conflict of Interest Policy has been approved by the Board of Directors of Supporters of High Quality Online Education in Arkansas, Inc. and is effective as of [EFFECTIVE DATE].

Supporters of High Quality Online Education in Arkansas, Inc.

Authorized Signature

Print Name and Title

Date

BYLAWS

SUPPORTERS OF HIGH QUALITY ONLINE EDUCATION IN ARKANSAS, INC.

The following BYLAWS are for the regulation and internal operations, except as otherwise provided by the statute and by its Articles of Incorporation, of Supporters of High Quality Online Education in Arkansas, Inc., an Arkansas Nonprofit Corporation.

I. MEMBERSHIP

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter “Board of Directors”) of Supporters of High Quality Online Education in Arkansas, Inc. (hereinafter “Corporation”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Directors.

II. BOARD OF DIRECTORS

A. Powers

The Board of Directors of the Corporation shall serve as the Board of Trustees of the Corporation. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, in accordance with and subject to the limitations of the AR Code § 4-33-101 et. seq. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- to elect and remove Directors;
- to select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation, if any;
- to conduct, manage and control the affairs and activities of the corporation, and to make rules, regulations and policies;
- to enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation;
- to act as trustee under any trust incidental to the corporation’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- to acquire real or personal property, in the name of the corporation, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

- to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- to indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of AR Code § 4-33-850 et. seq. and limitations noted in these Bylaws.

B. Number of Directors

The number of Directors of the corporation shall be not less than three (3) nor more than five (5). The Board shall fix the exact number of Directors, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Directors is fixed at three (3). The names of the three initial Directors are noted in the Articles of Incorporation.

C. Election of Directors

1. Election. The Board shall elect the Directors by a vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director. Candidates may be any person who in the Board's discretion it believes will serve the interests of the corporation faithfully and effectively.
2. Terms of Office.
 - a. The term of office of all members of the initial Board of Directors shall be one year.
 - b. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-third of the Directors to one-, two-, and three- year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.
 - c. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues:
 - i. for the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or
 - ii. for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.
 - iii. a Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
 - iv. a Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

D. Removal of Directors. The Board may remove a Director without cause as provided by the Arkansas Nonprofit Corporations Act, AR Code § 4-33-808. The Board may also remove any Director without cause who:

- has failed to attend two or more of the Board’s Regular Meetings in any calendar year;
- has been declared of unsound mind by a final order of court;
- has been convicted of any felony;
- has been found by a final order or judgment of any court to have breached any duty imposed by the Arkansas Nonprofit Corporation Act; or
- for such other good causes as the Board may determine.

E. Resignation by Director. A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Director may not resign without first giving notice to the Arkansas Attorney General if the Director’s resignation would leave the corporation without a duly elected Director in charge of its affairs.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director; upon declaration of vacancy pursuant to these Bylaws, or upon a Director’s death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

G. Compensation of Directors. Directors shall serve without compensation. However, the Board may approve reimbursement of a Director’s actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The Corporation’s initial principal office shall be at the registered office as noted in the Articles of Incorporation, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the secretary.

IV. MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation’s principal office or at any other reasonably convenient place (within or outside the state of Arkansas) as the Board may designate and in compliance with the Arkansas Open Meetings Law, AR Code § 25-19-106. When the Arkansas Open Meetings Law permits an open meeting to be held by teleconference or video conference, the public must have a means of monitoring the meeting.

B. Annual Meetings. An Annual Meeting shall be held the second Wednesday in July of each year for the purpose of installing Directors, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

- C. Regular Meetings.** Regular Meetings shall be held the second Wednesday of each month at the principal office or such other place or in such other manner as set forth in the meeting notice and shall be open to the public.
- D. Special Meetings.** Special Meetings can be held at any time, called by the Chair or by any two (2) Directors and shall be open to the public.
- E. Adjournment.** A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours. Notice of the adjournment shall be given as specified in these Bylaws.
- F. Notices.** Notices of all Board Meetings shall be given as follows: (1) posting a notice in at least 3 places likely to give notice to persons affected; (2) posting a notice in at least one public place likely to give notice to persons affected and placing a notice electronically on the governmental body's Internet site; or (3) by paid publication in a news medium likely to give notice to persons affected. Every notice of a meeting be given at least 24 hours in advance of the meeting (Sunday and legal holidays excluded), unless "for good cause" such notice is "impossible or impractical." If "good cause" exists, the notice should be given as soon as possible and must be given at least two hours in advance of the meeting. Meeting locations (including virtual meetings) must be reasonably accessible to the public and open to all citizens at all times.
- G. Waiver of Notice.** Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

V. ACTIONS BY THE BOARD

- A. Quorum.** A quorum consists of a majority of the fixed number of Directors.
- B. Action by the Board.**
 - 1. Actions Taken at Board Meetings. Actions taken at Board Meetings shall be taken in accordance with AR Code § 4-28-209 (6) and these bylaws. To the extent the bylaws require a more rigorous standard, the bylaws shall govern. The actions taken and decisions made by a majority of the Directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for the purposes of appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Directors then in office is required. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.
 - 2. Board Meeting by Conference Telephone. To the extent permitted by the Arkansas Open Meetings law, Directors may participate in a Board meeting through use of conference telephone, video or similar communication equipment, so long as all

Directors, participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees.

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of at least two Directors, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. the filling of vacancies on the Board or any committee which has the authority of the Board;
- b. the amendment or repeal of any Board resolution;
- c. the amendment or repeal of Bylaws or the adoption of new Bylaws;
- d. the appointment of other committees of the Board, or the members of the committees;
- e. the expenditure of corporate funds;
- f. the approval of any self-dealing transaction, as defined by AR Code § 4-33-150 (b)(2).

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner in which the proceedings of its committee are conducted, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. one or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
- b. legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
- c. a Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the

Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

- E. Rights of Inspection.** Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law, on disclosure of public records.
- F. Participation in Voting.** A quorum of the Board consists of a majority of the Directors in office immediately before a meeting begins. The action of the majority of the Directors present at a meeting at which a quorum is present shall be the action of the Board. A majority of the committee members fixed and appointed by the Board shall constitute a quorum for the transaction of business at a meeting of such committee. The action of the majority of the committee members present at a meeting at which a quorum is present shall be the action of the committee.
- G. Executive Sessions.** To the extent required by the Arkansas Open Meetings Act, when the Board of Directors chairperson is aware of the need for an executive session at time public notice is published, the notice must include notice of an executive session and the subject matter to be discussed. If an executive session was not so contemplated, an executive session may still be held without such notice. Every Director has a duty to maintain the confidentiality of all Board executive session deliberations, and discussions. Any Director violating this confidence may be removed from the Board. No executive session may be held for the purpose of taking any final action or making any final decision, unless otherwise permitted by law.

VI. OFFICERS

- A.** The Officers of the corporation consist of a President (hereinafter "Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Secretary. The Secretary shall:
 - a. keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
 - b. keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments;
 - c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - d. have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall:
 - a. keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements;
 - b. make the books of account available at all times for inspection by any Director;
 - c. deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates;
 - d. disburse or cause to be disbursed the corporation's funds as the Board directs;
 - e. render to the Chair and the Board, as requested but no less frequently than at the beginning of each quarter, an account of the corporation's financial transactions and financial condition;
 - f. prepare annual financial report and budget;
 - g. prepare any reports on financial issues required by Arkansas law or an agreement on loans;
 - h. have such other powers and perform such other duties as Arkansas law or the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

VII. NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the corporation's debts, liabilities, or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

Except in circumstances where the law mandates indemnification, the corporation shall have the discretion to determine whether and to what extent to indemnify Directors, officers or other corporate agents, in accordance with AR Code § 4-33-850 et. seq., including indemnifying any Director, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation. All officers and directors of the corporation shall comply with the general standards of conduct contained in these bylaws and Arkansas law.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Director, officer, employee or other agent of the corporation, against any liability other than for violating provisions of laws relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such.

X. SELF-DEALING TRANSACTIONS

Except as may otherwise be provided by the Act or the Articles, no contract or other transaction between the Corporation and one or more of the Directors or any other corporation, firm, association or entity in which a Director of the Corporation has an interest shall be voided of doing business with the corporation subject to the provisions of AR Code § 4-33-150 (b)(2) or other relevant sections of Arkansas Code.

XI. OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the corporation begins on July 1st of each year and ends on June 30th of the following year.

- B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of, or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair or Treasurer.
- D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Arkansas Quality Charter Schools Act, Open Meetings Act and Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for conveniences for reference only and are not intended to limit or define the scope or effect of any provisions.
- E. Conflict of Interest.** Any Director, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist or can be reasonably construed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Each of the Directors and the Board of Directors shall at all times comply with the AR Code § 21-8-801 et. seq. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: a. regular annual statements from Directors, officers, key employees to disclose existing and potential conflict of interest; and b. corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she, or a spouse is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

F. Interpretation. Whenever any provisions of these Bylaws are in conflict with the provisions of the Articles of Incorporation, the provisions of the Article of Incorporation control.

XII. AMENDMENT/ADOPTION

A majority of Directors may adopt, amend or repeal these Bylaws at any regularly scheduled or special meeting of the Board with appropriate public notice as required herein. The foregoing Bylaws were regularly adopted by the Board of Directors of Supporters of High Quality Online Education in Arkansas, Inc. at the meeting of the Board of Directors held on the _____ th day of _____, 2025.

Chair of the Board

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of Supporters of High Quality Online Education in Arkansas, Inc., a nonprofit public benefit corporation duly organized and existing under the laws of the State of Arkansas, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation, whose Directors are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

Secretary

Date of this notice: 06-12-2025

Employer Identification Number:
39-2652021

Form: SS-4

Number of this notice: CP 575 E

SUPPORTERS OF HIGH QUALITY ONLINE
EDUCATION IN ARKANSAS
ARKANSAS VIRTUAL SCHOOL
942 N WOODS RD
ROGERSVILLE, MO 65742

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 39-2652021. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.**Note:** *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)				b Care of Name (if applicable)	
THE SUPPORTERS OF HIGH QUALITY EDUCATION IN ARKANSAS INC				BERNADETTE ORTIZ-BREWSTER	
c Mailing Address (Number, street and room/suite)		d City		e Country	
942 NORTH WOODS		ROGERSVILLE		United States	
f State		g Zip Code + 4	h Foreign Province (or State)		i Foreign Postal Code
Missouri		65742			
2 Employer Identification Number		3 Month Tax Year Ends		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)	
39-2652021		JUNE		SUSAN ROBERTO-SAIDI	
5 Contact Telephone Number			6 Fax Number (optional)		7 User Fee Submitted
314-853-3972					\$600.00
8 Organization's Website (if available):					
9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.					
First Name: LISA		Last Name: TROTTER		Title: DIRECTOR	
Mailing Address: 130 CHIPMUNK DRIVE			City: WHITEHALL		
State (or Province): AR		Zip Code (or Foreign Postal Code): 71602			
First Name: MIKASHA		Last Name: WHITE HAWK		Title: DIRECTOR	
Mailing Address: 5524 TRAMMEL ESTATES DRIVE			City: NORTH LITTLE ROCK		
State (or Province): AR		Zip Code (or Foreign Postal Code): 72117			
First Name: CZENTHIA		Last Name: GRANT		Title: DIRECTOR	
Mailing Address: 14 FAWNS POINT COVE			City: LITTLE ROCK		
State (or Province): AR		Zip Code (or Foreign Postal Code): 72209			
First Name: JOHN		Last Name: ADAIR		Title: DIRECTOR	
Mailing Address: 121 LUCIA LANE			City: NORTH LITTLE ROCK		
State (or Province): AR		Zip Code (or Foreign Postal Code): 72113			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			

☐ Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

- 1** You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

☒ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

☐ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

☐ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

☐ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

- 2** Enter the date you formed. (MM/DD/YYYY)

06/11/2025

- 3** Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Arkansas

- 4** Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

☒ Yes ☐ No

- 5** Are you a successor to another organization?

☐ Yes ☒ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Page 1 Primary Purpose

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Page 1 Asset Distribution

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

a. The Corporation's activity is to operate a state-wide publicly funded virtual charter school, grades Kindergarten through 12, serving students resident within the state of Arkansas.

b. The activity is conducted by the administrative and teaching staff of the state-wide publicly funded virtual charter school, whose day to day activities are supervised by the education service provider contracting with the Corporation, and overseen by Corporation as the one responsible for operating the virtual charter school.

c. The activity is conducted within the boundaries of the state of Arkansas.

d. Since the only business purpose of the Corporation is to operate the state-wide publicly funded virtual charter school in Arkansas, One Hundred Percent of the Corporation's time is dedicated to the activity, not taking into consideration administrative tasks necessary to maintaining the Corporation's compliance with Arkansas and federal law.

e. The activity is funded through Arkansas and federal funds earmarked for funding Kindergarten through 12th grade publicly funded schools.

f. The exempt purpose for which the Corporation was formed under Arkansas law is a Public Benefit corporation, which means a corporation that:

(a) is tax exempt under section 501(c)(3) of the Internal Revenue Code or is organized for a public or charitable purpose

(b) on dissolution must distribute its assets to an organization organized for public or charitable purpose, to a religious corporation, to the United States, to a state or to an organization which is tax exempt under section 501(c)(3) of the Internal Revenue Code and

(c) does not come within the definition of religious corporation.

The Corporation meets these requirements.

Under 501(c)(3), a 501(c)(3) nonprofit is a type of organization in the United States that is exempt from federal income tax because it is organized for . . . educational . . . purposes.

The Corporation meets this requirement.

Since the only purpose for which the Corporation is formed is to operate a K through 12 public funded virtual charter school, the activity further's its exempt purpose.

Part IV Your Activities (continued)

- 2 Enter the 3-character NTEE Code that best describes your activities.

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

☐

- 3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

☐ Yes☒ No

- 4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

☐ Yes☒ No

- 5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

☐ Yes☒ No

- 6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.

☐ Yes☒ No

Part IV Your Activities *(continued)*

- 6a** Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? ☐ Yes ☐ No
If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

- 7** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

- 8** Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain. ☐ Yes ☒ No

- 9** Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10. ☐ Yes ☒ No

Part IV Your Activities (continued)

- 9a** Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. ☐ Yes ☐ No

- 9b** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. ☐ Yes ☐ No

- 9c** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

- 9d** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

- 9e** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part IV Your Activities (continued)

9f Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.

☐ Yes ☐ No

9g When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

9h Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

9i Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

10 Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.

☐ Yes ☒ No

10a When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

10b Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

10c Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

Part IV Your Activities (continued)

- 11** Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. ☐ Yes ☒ No

- 12** Do you or will you operate a school? ☒ Yes ☐ No
If "Yes," complete Schedule B.

- 13** Is your principal purpose or function to provide hospital or medical care? ☐ Yes ☒ No
If "Yes," complete Schedule C.

- 14** Do you or will you provide low-income housing? ☐ Yes ☒ No
If "Yes," complete Schedule F.

- 15** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☒ No
If "Yes," complete Schedule H - Section I.

- 16** Check any of the following fundraising activities that you will undertake (check all that apply):

☐ Website, mail, email, personal, and/or phone solicitations	☒ Foundation grant solicitations
☐ Receive donations from another organization's website	☒ Government grant solicitations
☐ Bingo	☐ Other (non-bingo) gaming activities
☐ Other (describe)	

- ☐ We will not engage in fundraising activities.

- 17** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. ☐ Yes ☒ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☐ Yes ☐ No
- 1b** Do or will you approve compensation arrangements in advance of paying compensation? ☐ Yes ☐ No
- 1c** Do or will you document in writing the date and terms of approved compensation arrangements? ☐ Yes ☐ No
- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☐ Yes ☐ No
- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? ☐ Yes ☐ No
- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source? ☐ Yes ☐ No
- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ☐ Yes ☐ No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ☒ Yes ☐ No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements *(continued)*

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements (continued)

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ☒ Yes ☐ No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

The Corporation will contract with an education service provider to operate the day to day affairs of the state-wide virtual charter school. Under its contract with the education service provider, the education service provider will be responsible for managing the facility as well. It is expected the education service provider will be Omni Management Group doing business as Stellar Virtual. Omni Management Group will form a state specific subsidiary upon granting of the charter under the name Omni Group Arkansas doing business as Stellar Virtual Arkansas (hereafter Stellar Virtual). The Corporation will rely on its board counsel to negotiate the contract between the Corporation and Stellar Virtual to ensure the Corporation's interests are protected.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ☐ Yes ☒ No

Part VI Financial Data

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- ☒ You completed less than one tax year.
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed at least one tax year but fewer than five.
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed five or more tax years.
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI Financial Data (continued)**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 07/01/2025 To: 06/30/2026	From: 07/01/2026 To: 06/30/2027	From: 07/01/2027 To: 06/30/2028	From: __/__/____ To: __/__/____	From: __/__/____ To: __/__/____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$35,000.	\$0.	\$0.		
2 Membership fees received	\$0.	\$0.	\$0.		
3 Gross investment income	\$0.	\$0.	\$0.		
4 Net unrelated business income	\$0.	\$0.	\$0.		
5 Taxes levied for your benefit	\$0.	\$0.	\$0.		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	\$0.	\$0.	\$0.		
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	\$0.	\$7,600,000.	\$9,500,000.		
8 Total of lines 1 through 7	\$35,000.	\$7,600,000.	\$9,500,000.	\$0.	\$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)					
10 Total of lines 8 and 9	\$35,000.	\$7,600,000.	\$9,500,000.	\$0.	\$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)					
12 Unusual grants (provide an itemized list below)					
13 Total Revenue (add lines 10 through 12)	\$35,000.	\$7,600,000.	\$9,500,000.	\$0.	\$0.
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses					
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)					
16 Disbursements to or for the benefit of members (provide an itemized list below)					
17 Compensation of officers, directors, and trustees					
18 Other salaries and wages					
19 Interest expense					
20 Occupancy (rent, utilities, etc.)					
21 Depreciation and depletion					
22 Professional fees	\$25,000.	\$30,000.	\$25,000.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$3,400.	\$7,487,000.	\$9,314,000.		
24 Total Expenses (add lines 14 through 23)	\$28,400.	\$7,517,000.	\$9,339,000.	\$0.	\$0.

25 Itemized financial data

Line 7 includes projected Arkansas state charter school funding. Line 23 included the projected education service provider fees, insurance and Governing Board related expenses, such as Board travel and training related expenses.

Part VI

Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 06/06/2025
Assets		
1	Cash	\$0.
2	Accounts receivable, net	\$0.
3	Inventories	\$0.
4	Bonds and notes receivable (provide an itemized list below)	\$0.
5	Corporate stocks (provide an itemized list below)	\$0.
6	Loans receivable (provide an itemized list below)	\$0.
7	Other investments (provide an itemized list below)	\$0.
8	Depreciable assets (provide an itemized list below)	\$0.
9	Land	\$0.
10	Other assets (provide an itemized list below)	\$0.
11	Total Assets (add lines 1 through 10)	\$0.
Liabilities		
12	Accounts payable	\$0.
13	Contributions, gifts, grants, etc. payable	\$0.
14	Mortgages and notes payable (provide an itemized list below)	\$0.
15	Other liabilities (provide an itemized list below)	\$0.
16	Total Liabilities (add lines 12 through 15)	\$0.
Fund Balances or Net Assets		
17	Total fund balances or net assets	\$0.
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	\$0.

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☒ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☐ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

- 1a** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

- 1b** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☐ No
If "Yes," complete Schedule H - Section II.

- 1c** Are you a private operating foundation? ☐ Yes ☐ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII Foundation Classification (continued)

- 1d** Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

- 2** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? ☐ Yes ☐ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? ☐ Yes ☐ No

- 2a** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive amounts from any disqualified persons? ☐ Yes ☐ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? ☐ Yes ☐ No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? ☐ Yes ☐ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

- 1 Are you submitting this application within 27 months of the end of the month in which you were legally formed? ☒ Yes ☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

- 1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N? ☒ Yes ☐ No

If "Yes," are you claiming you are excepted from filing because you are:

- ☐ A church or association of churches
- ☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- ☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- ☐ A school below college level affiliated with a church or operated by a religious order
- ☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- ☒ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- ☐ Other (describe)

Part X Signature

- ☒ I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

MIKASHA WHITE HAWK

(Type name of signer)

DIRECTOR

(Type title or authority of signer)

08/08/2025

(Date)

Upload checklist:

- ☒ Organizing document (and any amendments)
- ☒ Bylaws, if adopted
- ☒ Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- ☐ Form 8821, Tax Information Authorization (if applicable)
- ☒ Supplemental responses (if applicable)
- ☐ Expedited handling request (if applicable)

Schedule A. Churches

- 1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ☐ Yes ☐ No

- 2 Do you have a literature of your own? If "Yes," describe your literature. ☐ Yes ☐ No

- 3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ☐ Yes ☐ No

- 4 Describe your religious hierarchy or ecclesiastical government.

- 5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ☐ Yes ☐ No

- 6 Do you have a form of worship? If "Yes," describe your form of worship. ☐ Yes ☐ No

- 7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ☐ Yes ☐ No

- 7a What is the average attendance at your regularly scheduled religious services?

- 8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ☐ Yes ☐ No

Schedule A. Churches *(continued)*

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ☐ Yes ☐ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ☐ Yes ☐ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ☐ Yes ☐ No

9d May your members be associated with another denomination or church? ☐ Yes ☐ No

9e Are all of your members part of the same family? ☐ Yes ☐ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ☐ Yes ☐ No

11 Do you have a school for the religious instruction of the young? ☐ Yes ☐ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ☐ Yes ☐ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ☐ Yes ☐ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ☐ Yes ☐ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities

- 1** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? ☒ Yes ☐ No
- 2** Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. ☒ Yes ☐ No

2a Select the best description(s) of your school:

- ☐ Elementary school
- ☐ Secondary school
- ☒ Charter school
- ☐ College or university
- ☐ Technical school
- ☐ Other school (describe)

- 3** Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☒ Yes ☐ No

The Corporation has applied to the State of Arkansas to be granted a charter for the operation of K thru 12th grade state-wide virtual charter school. The operation of the publicly funded charter school will be the Corporation's only activity. Its funding sources are predominantly state and federal government funds earmarked for publicly funded education. Its primary source of funding will be from the state of Arkansas and its secondary source of funding will be the U.S. federal government.

- 4** Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ☐ Yes ☐ No

- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

- 7** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? ☐ Yes ☐ No

State where the policy is located or if adopted by resolution of your governing body.

- 8** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. ☐ Yes ☐ No

- 8a** ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities (continued)

- 9** Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: ☐ Yes ☐ No
a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.

- 9a** ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

- 10** Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

- 11** Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 12** In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities *(continued)*

- 13** List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- 14** Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes☐ No

- 15** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

☐ Yes☐ No

Schedule C. Hospitals and Medical Research Organizations

- 1** Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Name the hospitals with which you have a relationship and describe the relationship.

- 1b** List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

- 2** Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? ☐ Yes ☐ No
If "Yes," explain.

Do not complete the remainder of Schedule C.

- 3** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations (continued)

- 4** Do you or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. ☐ Yes ☐ No

- 5** Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. ☐ Yes ☐ No

- 5a** Are you a specialty hospital or would emergency services be duplicative based on your region or locality? ☐ Yes ☐ No

- 6** Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. ☐ Yes ☐ No

- 7** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. ☐ Yes ☐ No

- 8** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations (continued)

- 9** Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. ☐ Yes ☐ No

- 9a** List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

- 10** Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. ☐ Yes ☐ No

- 10a** Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. ☐ Yes ☐ No

- 10b** Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain.

☐ Yes☐ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain.

☐ Yes☐ No

Schedule D. Section 509(a)(3) Supporting Organizations

- 1** List the names, addresses, and EINs of the organizations you support.

- 2** Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3.

☐ Yes☐ No

- 2a** Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2).

☐ Yes☐ No

- 3** Which of the following describes your relationship with your supported organization(s)?

- ☐ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)
- ☐ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)
- ☐ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

- 4** Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 5** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

- 6** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

- 7** Does your organizing document specify your supported organization(s) by name? ☐ Yes ☐ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

- 7a** Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. ☐ Yes ☐ No

If you selected Type II above, do not complete the rest of Schedule D.

- 8** Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. ☐ Yes ☐ No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 9** Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. ☐ Yes ☐ No

- 10** In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If "No," explain. ☐ Yes ☐ No

- 11** Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. ☐ Yes ☐ No

- 12** Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. ☐ Yes ☐ No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 13** Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.

☐ Yes☐ No

- 13a** How much do you contribute annually to each supported organization?

- 13b** What is the total annual revenue of each supported organization?

- 13c** Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.

☐ Yes☐ No

Schedule E. Effective Date

- 1** Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

☐ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

☐ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

☐ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

☐ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filing this application. Do not complete the rest of Schedule E.

- 2** Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

☐ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

☐ Check this box if you are requesting an earlier effective date than the submission date.

- 2a** Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

- 1** Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

- 2** Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

- 3** Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?

☐ Yes☐ No

- 4** Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.

☐ Yes☐ No

- 5** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.

☐ Yes☐ No

Schedule F. Low-Income Housing *(continued)*

- 6** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ Yes ☐ No

- 7** Do you provide social services to residents? If "Yes," describe these services. ☐ Yes ☐ No

- 8** Do you participate in any government housing programs? If "Yes," describe these programs. ☐ Yes ☐ No

Schedule G. Successors to Other Organizations

- 1** List the name, last address, and EIN of your predecessor organization and describe its activities.

- 2** List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

- 3** Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.

☐ Yes☐ No

- 3a** Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

- 4** Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.

☐ Yes ☐ No

- 5** Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets.

☐ Yes ☐ No

- 6** Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.

☐ Yes ☐ No

- 7** Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.

☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures**Section I** Public charities and private foundations complete lines 1 through 8 of this section.

- 1** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. ☐ Yes ☐ No

- 3** Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

- 4** Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 5** Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

- 6** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

- 7** How do you determine who is on the selection committee for the awards made under your program?

- 8** Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?

☐ Yes☐ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (continued)**Section II Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

- 1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- ☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- ☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? ☐ Yes ☐ No

- 4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? ☐ Yes ☐ No

- 6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. ☐ Yes ☐ No

- 6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

- 7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 7b** Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

☐ Yes☐ No

- 7c** Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

☐ Yes☐ No



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Payment Confirmation - Application for Recognition of Exemption Under Section 501(c)(3)



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Tracking Information

Pay.gov Tracking ID: 27QCLQQJ

Agency Tracking ID: 77121995660

Form Name: Application for Recognition of Exemption Under Section 501(c)(3)

Application Name: Form 1023

Payment Information

Payment Type: Debit or credit card

Payment Amount: \$600.00

Transaction Date: 08/07/2025 09:21:55 PM EDT

Payment Date: 08/07/2025

Account Information

Cardholder Name: Susan Roberto Saidi

Card Type: American Express

Card Number: *****3004

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You have accessed a U.S. Government information system, which includes (1) this computer, (2) this network, (3) all computers connected to this network, and (4) all devices and storage media attached to this network or to a computer on this network. U.S. Government information systems are provided for the processing of official U.S. Government information only. Unauthorized or improper use of this information system is prohibited and may subject you to disciplinary action, as well as civil and criminal penalties. All data contained on U.S. Government information systems is owned by the U.S. Government and may, for the purpose of protecting the rights and property of the U.S. Government, be monitored, intercepted, recorded, read, searched, copied, or captured in any manner and disclosed or used for any lawful government purpose at any time. THERE IS NO RIGHT TO PRIVACY IN THIS SYSTEM. System personnel may give to law enforcement officials any potential evidence of crime found on U.S. Government information systems. USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES YOUR UNDERSTANDING AND CONSENT TO THIS MONITORING, INTERCEPTION, RECORDING, READING, COPYING, OR CAPTURING AND DISCLOSURE.

Note: This system may contain Sensitive But Unclassified (SBU) data that requires specific data privacy handling.

Arkansas Virtual School - Waivers

1. Clock Hours

Arkansas Code Annotated

N/A

Standard for Accreditation

Standard 2-A.2

ADE Rules Governing Rules Here

N/A

Rationale for Waiver

Arkansas Virtual School Students have a flexible schedule and can access their courses at any time. The school has a system to track attendance based on engagement and completion. This mastery-based program does not require traditional Clock Hours because students can perform work on weekends and holidays in addition to traditional school days.

2. Eye and Vision Screening

Arkansas Code Annotated

Ark. Code Ann. §§ 6-18-1501 6-18-1502

Standard for Accreditation

N/A

ADE Rules Governing Rules Here

DESE Rules Governing Eye & Vision Screening Report in Arkansas Public Schools

Rationale for Waiver

The proposed charter school is a state-wide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we encourage annual screenings, the school will not be able to provide this service due to the virtual model.

3. Financial Management - Business Manager

Arkansas Code Annotated

Ark. Code Ann. § 6-15-2302(b)

Standard for Accreditation

N/A

ADE Rules Governing Rules Here

DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12

Rationale for Waiver

AVS anticipates contracting with Stellar Virtual for financial management services. A business manager will be included as part of the turnkey services.

4. Food Services

Arkansas Code Annotated

Ark. Code Ann. §§ 6-18-705 (breakfast program) 6-20-701, et seq. (school lunch program)

Standard for Accreditation

Standard 3-D.1

ADE Rules Governing Rules Here

DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we encourage healthy eating, the school will not be able to provide this service due to the virtual model.

5. Health Services - School Nurse

Arkansas Code Annotated

Ark. Code Ann. § 6-18-706

Standard for Accreditation

N/A

ADE Rules Governing Rules Here

Health Services - School Nurse

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we support all students seeking medical attention as necessary, the school will not be in a position to provide this service due to the virtual model.

6. Health and Safety Service

Arkansas Code Annotated

N/A

Standard for Accreditation

Standard 2-E.1, 2-E.2

ADE Rules Governing Rules Here

Health and Safety Services

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we support health and safety, the school will not be in a position to provide this service due to the virtual model.

7. Instructional Day (Include delay/early release of school and recess)

Arkansas Code Annotated

Ark. Code Ann. §§ 6-16-102 6-10-126 – Delay or early release of school due to emergency circumstances

Standard for Accreditation

1-A.4.2 1

A.4.3 (Recess)

ADE Rules Governing Rules Here

Delay or early release of school due to emergency circumstances

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we encourage students to take appropriate breaks throughout the day, the school will not be in a position to provide this service due to the virtual model.

8. Leased Academic Facilities

Arkansas Code Annotated

Ark. Code Ann. § 6-21-117(2)-(5)

Standard for Accreditation

6-A.1

6-A.2

ADE Rules Governing Rules Here

Leased Academic Facilities

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

9. Library Media Services - includes standard for balance of instructional materials

Arkansas Code Annotated

Ark. Code Ann. § 6-25-103

Standard for Accreditation

2-D.1

ADE Rules Governing Rules Here

Library Media Services - includes standard for balance of instructional materials

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

10. Library Media Specialist

Arkansas Code Annotated

Ark. Code Ann. § 6-25-104

Standard for Accreditation

Standard 4-F.1, 4-F.2

ADE Rules Governing Rules Here

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we support innovative media resources for students, the school will not be in a position to provide this service due to the virtual model.

11. Maintain School Facilities

Arkansas Code Annotated

N/A

Standard for Accreditation

Standard 6-A.1

ADE Rules Governing Rules Here

Maintain School Facilities

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

12. Report Cards

Arkansas Code Annotated

Ark. Code Ann. § 6-15-903(a)(2)

Standard for Accreditation

N/A

ADE Rules Governing Rules Here

Report Cards

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. Report cards will be emailed to the student's home of record.

13. School Safety Policies & Procedures

Arkansas Code Annotated

Standard 6-A.2

Standard for Accreditation

N/A

ADE Rules Governing Rules Here

School Safety Policies & Procedures

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

14. Teacher Excellence & Support System (TESS)

Arkansas Code Annotated

Ark. Code Ann. §§ 6-17-2801, et seq.

Standard for Accreditation

N/A

[*ADE Rules Governing Rules Here*](#)

DESE Rules Governing Educator Support and Development

[*Rationale for Waiver*](#)

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate. While we support excellence in teaching, we support and develop the educators in virtual instruction.

15. Tornado & Earthquake Safety Drills

[*Arkansas Code Annotated*](#)

Ark. Code Ann. § 6-10-121

Ark. Code Ann. § 6- 23-401(b)

[*Standard for Accreditation*](#)

N/A

[*ADE Rules Governing Rules Here*](#)

Tornado & Earthquake Safety Drills

[*Rationale for Waiver*](#)

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

16. Class Size and Teaching Load

[*Arkansas Code Annotated*](#)

Ark. Code Ann. § 6-17-812

[*Standard for Accreditation*](#)

Standard 1-A.5 (Class Size)

Standard 1-A.6 (Teaching Load)

[*ADE Rules Governing Rules Here*](#)

DESE Rules Governing Class Size and Teaching Load

[*Rationale for Waiver*](#)

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

17. Curriculum - CPR

Arkansas Code Annotated

Ark. Code Ann. § 6-16-143

Standard for Accreditation

1-C.2.5

ADE Rules Governing Rules Here

Rationale for Waiver

The proposed charter school is a statewide virtual school whereby students receive 100% instruction remotely. Therefore, this provision is not applicable to school operations, and a waiver is appropriate.

Date of this notice: 06-12-2025

Employer Identification Number:
39-2652021

Form: SS-4

Number of this notice: CP 575 E

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WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 39-2652021. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

