# BLUE VALLEY SCHOOLS

Blue Valley Unified School District No. 229

## Regular Board of Education Meeting

Monday, June 8, 2026, 5:00pm

Board of Education Room, District Office, 15020 Metcalf Ave., Overland Park, KS 66223

**MISSION STATEMENT**

***Cultivating lifelong learners prepared to navigate their future with purpose.***

### A. OPENING ITEMS.

**1. Pledge of Allegiance.**

Presented by Kaci Brutto, Chief Communications Officer

**2. Awards and Recognitions.**

Presented by Kaci Brutto, Chief Communications Officer

Excellence in Education Recipients:
Dr. Katie Collier is the Deputy Superintendent of Learning.
Dr. Mark Schmidt is the Assistant Superintendent for Special Education.

Presidential Scholars semifinalists:
Zayna Ahmed, 2026 graduate, Blue Valley Southwest
Dane Weninger, 2026 graduate, Blue Valley Southwest
Matthew Chen, 2026 graduate, Blue Valley North

Perfect ACT:
Chloe Han, junior, Blue Valley West
Smayan Khot, junior, Blue Valley West
Matthew Chen, 2026 graduate, Blue Valley North

National Restaurant Association Pro Start Invitational 1st place winners: Charlie Holoch, Maya McQuivey, and Lauren Parkin, 2026 graduates, Blue Valley West

Business Professionals of America 1st place winners:
Henry Yim and Luke Golian, incoming seniors, Blue Valley High

**3. Public Comments.**

Board President, Jan Kessinger

**B. REGULAR AGENDA.**

Board President, Jan Kessinger

1. **Call the Regular Board of Education Meeting to Order.**
   Board President, Jan Kessinger
2. **Approve the Regular Board of Education Meeting Agenda.**
   Board President, Jan Kessinger

**C. CONSENT AGENDA.**

Board President, Jan Kessinger

1. **Approve the Consent Agenda.**
   Board President, Jan Kessinger
   *Our rules of Parliamentary Procedure provide for a consent agenda listing several items for approval of the Board by a single motion. Documentation concerning these items has been provided to all Board members and the public in advance to ensure an extensive review. Items may be removed from the consent agenda at the request of any board member.*
2. **Approve the Meeting Minutes.**
   *Meeting minutes shall be considered draft until formally approved by the Board of Education.*
3. **Approve the Cash Summary Report.**
4. **Approve the Bids and Contracts.**

   *Bids and contracts may not be available until the day of the Board meeting. All agreements and contracts are subject to the final approval by the Board of Education's attorney.*
5. **Approve the Human Resources Personnel Report and the Addendum.**

   *The Human Resources Personnel Report and Addendum may not be available until the day of the Board meeting.*
6. **Approve the Claims Report, the Disbursement Report, and the Special Fund Transfers.**
7. **Approve Finance & Operations Board Advisory Committee Appointments.**
   Presented Board Members Dr. Benson, Dr. Evans, and Clay Norkey.

   Reappointment of Tom Robinett and Louis Pisani to a two-year term, effective July 1, 2026, through June 30, 2028.

   Appointment of Jason Rawlings, Stefan Jacewitz, and Tiffany McCalla to a two-year term, effective July 1, 2026, through June 30, 2028.
8. **Approve Curriculum Proposals.**
   Presented by Kelly June, Chief of Academic Services Officer.

**D. REPORTS AND DISCUSSION ITEMS.**

Board President, Jan Kessinger

1. **Board of Education Reports.**
   Presented by Board Members.
2. **Superintendent's Report.**
   Dr. Gillian Chapman, Superintendent of Schools.
3. **2026-2027 Building Needs Assessment.**
   Presented by Shelly Nielsen.

**E. ACTION ITEMS.**

1. **Approve the Kansas Association of School Board Policy FC Memorials, Funerals, and Naming of District Facilities.**
   Presented by Dr. Gillian Chapman, Superintendent of Schools.

   Section F Facility Expansion Program was approved at the March 9, 2026, Regular Board of Education Meeting with the exception of policy FC Memorials, Funerals, and Naming of District Facilities.

   This policy is recommended for adoption effective July 1, 2026, pending any minor edits deemed necessary by legal counsel.

   The Executive Summary identifies the KASB policies within each index recommended for adoption, outlines any substantive revisions, and notes the policies that are not recommended for approval.
2. **Approve the Kansas Association of School Board Policy GBO Resignation.**
   Presented by Dr. Gillian Chapman, Superintendent of Schools.

   Section G Personnel (Licensed and Non-Licensed) was approved at the April 13, 2026, Regular Board of Education Meeting, with the exception of policy GBO Resignation.

   This policy is recommended for adoption effective July 1, 2026, pending any minor edits deemed necessary by legal counsel.

   The Executive Summary identifies the KASB policies within each index recommended for adoption, outlines any substantive revisions, and notes the policies that are not recommended for approval.
3. **Approve the Kansas Association of School Board Policy Indexes K, L, M, and N (forms).**
   Presented by Dr. Gillian Chapman, Superintendent of Schools.

Policy Indexes: K, L, M and N.

Section Index N are forms. Not all forms are required. These are accepted for use and already correspond to the appropriate policy.

These policies are recommended for adoption effective July 1, 2026, pending any minor edits deemed necessary by legal counsel.

The Executive Summary identifies the KASB policies within each index recommended for adoption, outlines any substantive revisions, and notes the policies that are not recommended for approval.

4. **Approve Assignment and Assumption Agreement with 159th and Metcalf, LLC.**
   Presented by Jake Slobodnik, Chief Operations Officer
5. **Approve contract with World Fuel Services dba Carter Energy Corp.**
   Presented by Jake Slobodnik, Chief Operations Officer
   Bid 23034 Year 4 of 5 gasoline and diesel delivery for buses and district-owned vehicles.
6. **Approve contract with MC Electric / SRS Enterprises dba Core Electric.**
   Presented by Jake Slobodnik, Chief Operations Officer
   RFP 25028 Year 2 of 5 district-wide electrical services
7. **Approve contract with Techcylce Solutions LLC / Synetic Technologies.**
   Presented by Jake Slobodnik, Chief Operations Officer
   RFP 25032 Year 2 of 3 computer and device repair services.
8. **Approve contract with C&C Produce.**
   Presented by Jake Slobodnik, Chief Operations Officer
   RFP 26037 Year 1 of 3 district-wide produce delivery.
9. **Approve the contract with Amazon Business.**
   Presented by Jake Slobodnik, Chief Operations Officer
   District-wide estimated annual spend on Amazon Business.
10. **Approve the contract with Children's Mercy Hospital.**
    Presented by Jake Slobodnik, Chief Operations Officer
    Renewal contract for social workers.
11. **Approve the contract with Corporate Cleaning Group Inc.**
    Presented by Jake Slobodnik, Chief Operations Officer
    Year 5 of 5 custodial services for staffing shortage.
12. **Approve the contract with Risk Strategies.**
    Presented by Jake Slobodnik, Chief Operations Officer

Annual renewal of property insurance.

13. **Approve the contract with Zen Educate.**
    Presented by Jake Slobodnik, Chief Operations Officer
    Contracted SPED paras to fill up to 50 vacancies.

14. **Election of School Board Officers.**
    Presented by Anna Sweeney, Board Clerk.

    The Board of Education of Unified School District No. 229, Johnson County, Kansas, adopted the Resolution to Establish Election of School Board Officers on January 12, 2026, to elect its school board president and vice-president at its first regular meeting in June.

**F. CLOSING ITEMS.**

1. **Other Matters Before the Board.**
2. **Board Comments.**
3. **Adjournment.**

# OPEN FORUM

Welcome to those who are here for the Open Forum.

- Our goal is to allow a time for individuals to address the board in an orderly, efficient, and dignified manner.
- The Board will enforce a 3-minute limit per speaker for up to 30 minutes.
- If you have handouts, they can be shared with our Campus Officer for distribution.
- At the conclusion, the Board will close the forum and proceed with its agenda items for the evening.

The Board of Education appreciates your presence and values the opinions and concerns of our patrons. If a patron is unable to address the Board during Open Forum, you may address the Board by email at boe@bluevalleyk12.org.

Below are a few reminders about Open Forum that will help our speakers have a constructive and positive experience when discussing items with the Board.

When making remarks:

- Introduce yourself before beginning your remarks.
- Please be civil, and use respectful language.
- Please limit discussion to the relevant business of the Board tonight.
- Discussion of matters related to a specific student or employee are not allowed. Instead, comments should be submitted to the Superintendent in writing.
- Please remember to limit your comments to three minutes and avoid repeating the concerns of a previous speaker.
- Please remain in the designated visitor area and refrain from approaching the dais, where the Board of Education is seated.
- If you have questions that need a response, someone will follow up with you at a later time.

The Board of Education appreciates your interest in Blue Valley as we provide the very best education to our students.

# BLUE VALLEY SCHOOLS

Blue Valley Unified School District No. 229

## Special Board of Education Meeting

Monday, May 11, 2026, 5:00pm

Board of Education Room, District Office, 15020 Metcalf Ave., Overland Park, KS 66223

**A. OPENING ITEMS.**

**1. Call the Meeting to Order.**

The Board President called the Special Board of Education Meeting to order at 5:01 p.m.

**2. Approve the Special Board of Education Meeting Agenda.**

I move that the Board of Education approve the May 11, 2026, Special Board of Education Meeting agenda as published. This motion, made by Gina Knapp and seconded by Jodie Dietz, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

**B. EXECUTIVE SESSION.**

*Executive Sessions are conducted in accordance with Kansas law (K.S.A. 75-4319). No binding action shall be taken during an executive session; however, action may be considered when board members return to the open session.*

**1. Enter into Executive Session.**

Discussion during the executive session meeting shall be limited to K.S.A. 75-4319(6) for the preliminary discussion of the acquisition of real property.

I move that the Board of Education enter into executive session with the Superintendent and other administrators invited by the Board for the preliminary discussion of the acquisition of real property, as permitted pursuant to K.S.A. 75-4319(b)(6). The Board will

resume open session in this room at 5:15 p.m. This motion, made by Clay Norkey and seconded by Jodie Dietz, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

2. **Return to Open Session.**

   The Board of Education returned to open session.

3. **Enter into Executive Session.**

   Discussion during the executive session meeting shall be limited to K.S.A. 75-4319(b)(2) for consultation with an attorney for the public body or agency, which would be deemed privileged in the attorney-client relationship.

   I move that the Board of Education enter into executive session with the Board's attorney, the Superintendent, and other administrators invited by the Board for consultation with an attorney for the Board, which would be deemed privileged in the attorney-client relationship, pursuant to K.S.A. 75-4319(b)(2). The Board will resume open session in this room at 5:29 p.m. This motion, made by Jodie Dietz and seconded by Dr. Sonya Evans, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

4. **Return to Open Session.**

The Board of Education returned to open session.

**C. CLOSING ITEMS.**

**1. Adjournment.**

The Board President, Jan Kessinger, adjourned the meeting at 5:29 p.m.

# BLUE VALLEY SCHOOLS

Blue Valley Unified School District No. 229

## Regular Board of Education Meeting

Monday, May 11, 2026, 5:30 PM

Board of Education Room, District Office, 15020 Metcalf Ave., Overland Park, KS 66223

**A. OPENING ITEMS.**

**1. Pledge of Allegiance.**

Presented by Kaci Brutto, Chief Communications Officer

The Pledge of Allegiance will be led by Ethan Kolb, a 5th-grade student from Heartland Elementary.

**2. Awards and Recognitions.**

Presented by Kaci Brutto, Chief Communications Officer

Distinguished Service Award Recipient: Karen Tolar is the district's budget manager.

Excellence in Education Recipient: Elizabeth Brassfield is a 5th-grade teacher at Oak Hill Elementary.

Shooting Stars Scholarship Recipients The Arts Council of Johnson County: Hailey Tam, Blue Valley West, senior Devika Krishna, Blue Valley Southwest, senior Daniel Cheon, Blue Valley High, senior

National Scholastic Arts and Writing Award Recipients: Devika Krishna, Blue Valley Southwest, senior Daniel Cheon, Blue Valley High, senior

**3. Public Comments.**

Presented by Board President, Jan Kessinger

One patron addressed the Board of Education: Marcus Pouliot

**B. REGULAR AGENDA.**

**1. Call the Regular Board of Education Meeting to Order.**

Board President Jan Kessinger called the May 11, 2026, Regular Board of Education Meeting to order at 5:47 p.m.

**2. Approve the Regular Board of Education Meeting Agenda.**

I move that the Board of Education approve the May 11, 2026, Regular Board of Education meeting agenda as published. This motion, made by Jodie Dietz and seconded by Dr. Sonya Evans, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

**C. CONSENT AGENDA.**

**1. Approve the Consent Agenda.**

Presented by Board President, Jan Kessinger

*Our rules of Parliamentary Procedure provide for a consent agenda listing several items for approval of the Board by a single motion. Documentation concerning these items has been provided to all Board members and the public in advance to ensure an extensive review. Items may be removed from the consent agenda at the request of any board member.*

I move that the Board of Education approve the May 11, 2026, Regular Board of Education Meeting consent agenda as published with minor edits deemed necessary by legal counsel. This motion, made by Gina Knapp and seconded by Dr David Benson, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

**2. Approve the Meeting Minutes.**

*Meeting minutes shall be considered draft until formally approved by the Board of Education.*

The Board of Education approved the prior meeting minutes.

3. **Approve the Human Resources Personnel Report and the Addendum.**
*The Human Resources Personnel Report and Addendum may not be available until the day of the Board meeting.*

The Board of Education approved the Human Resources Report and HR Addendum.

Dr. Chapman introduced the new organized feeder pattern system:

The director of school administration for the Blue Valley High feeder system is Chris Legliter, with Jennie Perdieu as the assistant director.

The executive director of school administration for Blue Valley North is Scott Roberts, with Collette Berak as the assistant director.

The director of school administration for the Blue Valley Northwest feeder system is Dr. Lisa Gruman, with Lauren Gore as the assistant director.

The director of school administration for the Blue Valley Southwest feeder system is Dr. Tyson Ostroski, with Kristin Asquith as the assistant director.

The executive director of school administration for the Blue Valley West feeder system is Amy Farthing.

The new principal of Blue Valley Northwest High School is Brad Page.
The new principal at Aubry Bend Middle School will be Brook Ash.
The new principal at Blue Valley Academy is Dr. David Sharp.

4. **Approve the Cash Summary Report.**

The Board of Education approved the Cash Summary Report.

5. **Approve the Bids and Contracts.**
*Bids and contracts may not be available until the day of the Board meeting. All agreements and contracts are subject to the final approval by the Board of Education's attorney.*

Large Memo

The Board of Education approved the Bids and Contracts.

6. **Approve the Claims Report, the Disbursement Report, and the Special Fund Transfers.**

The Board of Education approved the Claims Report, the Distribution Report, and the Special Transfers.

**D. REPORTS AND DISCUSSION ITEMS.**

1. **Board of Education Reports.**
   Presented by members of the Board of Education

   Vice President Clay Norkey read the Finance and Operations meeting minutes.
   Board Member Jodie Dietz read the Academics & Activities meeting minutes.
   Board Member Patrick Hurley read the Community meeting minutes.

2. **Superintendent's Report.**
   Presented by Dr. Gillian Chapman, Superintendent of Schools

3. **Bond Community Survey.**
   Presented by Don Lifto of The Morris Leatherman Company

4. **Career and Technical Education Student Survey.**
   Presented by Adam Wessel, Director Career Ready Programs

   Patrick Hurley left the meeting at 6:53 p.m. and returned at 6:56 p.m.

   The Board President called for a five (5) minute break at 7:01 p.m. for the closed captioned. The meeting reconvened at 7:07 p.m.

5. **Review Curriculum Proposals.**
   Presented by Kelly June, Chief of Academic Services Officer

**E. ACTION ITEMS.**

1. **Public Hearing on Amending the 2025-26 Budget.**
   Presented by Jeremy McFadden, Chief Financial Officer

   Jeremy McFadden, Chief Financial Officer, reviewed the process for establishing and amending the District's legal maximum budget authority. He stated that, in accordance with state statute, the notice of the 2025-26 amended budget was published in the *Kansas City Star* at least 10 days prior to the public hearing and confirmed that the proposed amendments will not impact the local mill levy.

   Mr. McFadden reported that the amendments affect the General Fund, Career and Postsecondary Education Fund, and Special Liability Fund. He explained that the General Fund amendment is primarily due to increased special education transportation costs and the associated state aid reimbursement; the Career and Postsecondary Education Fund amendment is driven by declining enrollment and cash management strategies; and the Special Liability Fund amendment reflects higher-than-budgeted general liability defense claim costs.

The Board President, Jan Kessinger, opened the public hearing on the 2025-26 amended budget and invited public comment, noting a three-minute limit in accordance with Open Forum guidelines. After providing an opportunity for comment and receiving none, he declared the public hearing closed.

2. **Approve the 2025-26 Amended Legal Maximum Budget.**
Presented by Jeremy McFadden, Chief Financial Officer

I move that the Board of Education approve the 25-26 Amended Legal Maximum Budget as published. This motion, made by Dr David Benson and seconded by Jodie Dietz, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

3. **Approve the Kansas Association of School Board Policy FC Memorials, Funerals, and Naming of District Facilities.**
Presented by Dr. Gillian Chapman, Superintendent of Schools
**Section F Facility Expansion Program** was approved at the March 9, 2026, Regular Board of Education Meeting with the exception of policy **FC Memorials, Funerals, and Naming of District Facilities.**

This policy is recommended for adoption effective July 1, 2026, pending any minor edits deemed necessary by legal counsel.

The **Executive Summary** identifies the KASB policies within each index recommended for adoption, outlines any substantive revisions, and notes the policies that are not recommended for approval.

I move that the Board of Education table the Kansas Association of School Board Policy FC Memorials, Funerals, and Naming of District Facilities. This motion, made by Clay Norkey and seconded by Dr David Benson, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |

| | |
|---|---|
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

4. **Approve the Kansas Association of School Board Policy GBO Resignation.**
   Presented by Dr. Gillian Chapman, Superintendent of Schools
   Section G Personnel (Licensed and Non-Licensed) was approved at the April 13, 2026, Regular Board of Education Meeting, with the exception of policy GBO Resignation.

   This policy is recommended for adoption effective July 1, 2026, pending any minor edits deemed necessary by legal counsel.

   The Executive Summary identifies the KASB policies within each index recommended for adoption, outlines any substantive revisions, and notes the policies that are not recommended for approval.

   I move that the Board of Education table the Kansas Association of School Board Policy GBO Resignation. This motion, made by Dr David Benson and seconded by Jodie Dietz, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Nay |
| Clay Norkey: | Yea |

   Yea: 6, Nay: 1

5. **Approve Kansas Association of School Board Policy Indexes I and J.**
   Presented by Dr. Gillian Chapman, Superintendent of Schools

I Instructional Program and J Students

These policies are recommended for adoption effective July 1, 2026, pending any minor edits deemed necessary by legal counsel.

The Executive Summary identifies the KASB policies within each index recommended for adoption, outlines any substantive revisions, and notes the policies that are not recommended for approval.

I move that the Board of Education approve the Kansas School Board Policy Indexes I and J to take effect on July 1, 2026, pending minor edits by legal counsel. This motion, made by Patrick Hurley and seconded by Gina Knapp, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

6. **Approve the Plumbing Services Request for Proposals.**
Presented by Jake Slobodnik, Chief Operations Officer

I move that the Board of Education approve the Plumbing Services Request for Proposals as presented. This motion, made by Gina Knapp and seconded by Patrick Hurley, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

Yea: 7, Nay: 0

7. **Approve the College Board agreement.**
   Presented by Kelly June, Chief of Academic Services Officer
   College Board Advanced Placement Testing.

   I move that the Board of Education approve the College Board agreement. This motion, made by Dr David Benson and seconded by Dr. Sonya Evans, Carried.

| | |
|---|---|
| Dr David Benson: | Yea |
| Jodie Dietz: | Yea |
| Dr. Sonya Evans: | Yea |
| Patrick Hurley: | Yea |
| Jan Kessinger: | Yea |
| Gina Knapp: | Yea |
| Clay Norkey: | Yea |

   Yea: 7, Nay: 0

**F. CLOSING ITEMS.**

1. **Other Matters Before the Board.**
   Presented by Board President, Jan Kessinger

   There were none.

2. **Board Comments.**
   Presented by Members of the Board of Education

   Member Evans expressed enthusiasm for the upcoming graduation ceremonies and recognized the quality of education provided by the district, noting that several Board members have graduating seniors.

   Member Knapp echoed the recognition of graduating seniors and acknowledged those not formally recognized who worked diligently to reach graduation, emphasizing that all graduates deserve celebration.

   Vice President Norkey congratulated all graduating seniors, including those connected to Board members, and thanked a recent presenter for sharing information about career fairs. He also provided a reminder that summer construction projects are funded through capital funds, not classroom or teacher funds, and commented on state funding for special education.

   Member Benson expressed appreciation for the administration, faculty, and staff, recognizing the consistent and positive impact of their work on students.

Member Dietz congratulated graduating seniors and emphasized the value and recognition of a Blue Valley diploma. She also referenced recent discussions with federal representatives regarding IDEA funding and expressed appreciation for increased attention to the issue.

President Kessinger congratulated graduates and encouraged students to celebrate safely.

3. **Adjournment.**
   Presented by Board President, Jan Kessinger

   Board President Jan Kessinger adjourned the May 11, 2026, Regular Board of Education meeting at 7:53 p.m.

## USD 229 Blue Valley Schools
## Cash Summary

| Fund # | Description | Apr 30, 2024 | Apr 30, 2025 | Apr 30, 2026 |
|---|---|---|---|---|
| 006 | General | $ 15,555,107 | $ 22,024,236 | $ 9,083,209 |
| 008 | Supplemental General | 4,639,621 | (9,605,872) | (6,215,303) |
| 013 | At Risk | 97,603 | 5,234,564 | 3,920,512 |
| 014 | Bilingual | 9,145 | 45,610 | 1,238,371 |
| 015 | Virtual Education | 528,747 | 555,141 | 258,190 |
| 016 | Capital Outlay | 3,786,593 | 4,164,212 | 2,563,100 |
| 024 | Food Service | 5,639,507 | 3,928,937 | 3,188,269 |
| 026 | Professional Development | 472,789 | 1,239,496 | 473,645 |
| 028 | Parents As Teachers | 141,096 | 329,173 | 371 |
| 029 | Summer School | 281,881 | 220,361 | 180,965 |
| 030 | Special Education | (28,730) | 507,129 | 6,819,847 |
| 033 | Cost of Living | 6,759,598 | 7,631,561 | 8,328,505 |
| 034 | Career & Postsec Educ | 21,573 | 22,728 | 581,365 |
| 042 | Special Liability | 458,664 | 427,887 | (497,130) |
| 045 | Extraordinary Growth | 2,792,660 | 2,068,375 | 1,844,464 |
| 047 | Special Reserve W/C | 1,616,785 | 2,705,506 | 1,771,136 |
| 048 | Special Reserve Healthcare | 16,136,088 | 16,858,621 | 16,991,808 |
| 051 | KPERS | - | - | - |
| 053 | Contingency Reserve | 20,000,000 | 20,250,000 | 14,900,000 |
| 055 | Textbook & Student Materials | 2,676,805 | 1,492,474 | 965,516 |
| 056 | District Activity | (15,035) | (438,124) | (803,077) |
| 062 | Bond & Interest | 48,554,339 | 44,041,158 | 34,397,876 |
| 067 | Special Assessment | 437,729 | 669,079 | 165,439 |
| 084 | BVRC General | - | - | - |
| 086 | BVRC Empl Benefits | - | - | - |
| 125 | Title I | (69,308) | (72,662) | (81,165) |
| 127 | Title II-A | (42,763) | (44,682) | (67,890) |
| 131 | Title III | (12,959) | (11,419) | (14,843) |
| 134 | Other Federal Funds | (378,911) | (29,679) | - |
| 135 | Title VIB CEIS | - | - | - |
| 201 | Gift | 846,217 | 780,449 | 779,527 |
| 202 | DAC | 8,943 | 23,709 | 26,867 |
| 203 | BV Educational Foundation | 383,874 | 460,443 | 413,893 |
| 204 | SAFE School Grants | 315,405 | 307,566 | - |
| 205 | Misc Community Grants | 75,185 | 72,819 | (21,468) |
| 211 | Kauffman CAPS Networking | 155,300 | 55,836 | 44,481 |
| 212 | Mental Health Intervention Grant | - | (7,278) | (136,832) |
| 300 | College Now | 69,115 | 62,848 | 49,249 |
| | | **$ 131,912,665** | **$ 125,970,204** | **$ 101,148,895** |
| 811 | Bond-Capital Projects 2020 | $ 7,185,079 | $ - | $ - |
| 812 | Bond-Capital Projects 2023 | 125,557,246 | (28,227,619) | 37,401,603 |
| | | **$ 132,742,325** | **$ (28,227,619)** | **$ 37,401,603** |
| **TOTALS** | | **$ 264,654,990** | **$ 97,742,584** | **$ 138,550,498** |

# Human Resources Report to the Board of Education

June 8, 2026

Administration recommends approval of the following actions:

## APPOINTMENTS

| Name | Location | Position | Effective |
|---|---|---|---|
| ARAUJO, ISABELLA MARIE | PLEASANT RIDGE MIDDLE SCHOOL | TEACHER-GRADE 8 | 08/03/2026 |
| ARAUJO, ISABELLA MARIE | PLEASANT RIDGE MIDDLE SCHOOL | TEACHER-GRADE 7 | 08/03/2026 |
| BOULDEN, DAVID DONALD | OVERLAND TRAIL ELEMENTARY | ADMINISTRATIVE DEAN | 08/03/2026 |
| BRANDT, OLIVIA LYNN | OVERLAND TRAIL ELEMENTARY | TEACHER-GRADE 4 | 08/03/2026 |
| BULLER, NATALIA M | BLUE VALLEY NORTHWEST HS | SPED TEACHER-INTENSIVE RESC | 08/03/2026 |
| BUXTON, ASHLEY MARIE | BLUE VALLEY HIGH SCHOOL | ASSISTANT PRINCIPAL-C&I | 07/20/2026 |
| CAMPLAIN, JESSICA LYNN | COTTONWOOD POINT ELEMENTARY | TEACHER-GRADE 3 | 08/03/2026 |
| CHANCELLOR, TRACY J | LEAWOOD ELEMENTARY | TEACHER-GRADE 4 | 08/03/2026 |
| CONTRUCCI, JACKSON XAVIER | BLUE VALLEY HIGH SCHOOL | TEACHER-COMMUNICATION ARTS | 08/03/2026 |
| CROW, AMBER DAWN | VALLEY PARK ELEMENTARY | TEACHER-GRADE 5 | 08/03/2026 |
| CURRIE, ISABELLA DIPAOLA | OXFORD MIDDLE SCHOOL | TEACHER-BAND | 08/03/2026 |
| DAVIS, JANICE IBBOTSON | PLEASANT RIDGE MIDDLE SCHOOL | PSYCHOLOGIST | 08/03/2026 |
| DEWITT, LINDSEY | ASPEN GROVE ELEMENTARY | TEACHER-GRADE 1 | 08/03/2026 |
| DOOLITTLE, GRACE E | PRAIRIE STAR ELEMENTARY | TEACHER-GRADE 2 | 08/03/2026 |
| DWYER, SARAH MARIE | HARMONY ELEMENTARY | TEACHER-GRADE 1 | 08/03/2026 |
| FLURRY, RYAN D | BLUE VALLEY NORTH HIGH SCHOOL | ADMINISTRATIVE DEAN | 08/03/2026 |
| HENRY, TYLER L | CEDAR HILLS ELEMENTARY | TEACHER-PHYSICAL EDUCATION | 08/03/2026 |
| HIBLER, STEPHANIE L | AUBRY BEND MIDDLE SCHOOL | SPEECH LANGUAGE PATHOLOGIST | 08/03/2026 |
| HIBLER, STEPHANIE L | WOLF SPRINGS MIDDLE SCHOOL | SPEECH LANGUAGE PATHOLOGIST | 08/03/2026 |
| JACKSON, CASEY J | WOLF SPRINGS MIDDLE SCHOOL | TEACHER-GRADE 7 | 08/03/2026 |
| KASTELIC, ANNE KATHERINE | BLUE VALLEY SOUTHWEST HS | PRINCIPAL | 07/01/2026 |
| KNIPP, ABBY L | TO BE DETERMINED | PSYCHOLOGIST | 08/03/2026 |
| LUCE, KRISTIN MICHELE | STILWELL ELEMENTARY | TEACHER-GRADE 1 | 08/03/2026 |
| LUNDINE, ADAM HARLAN | EDUCATIONAL SUPPORT CENTER | ASSISTANT DIRECTOR-ACTIVITIES | 07/01/2026 |
| MASON, ALEXANDRA JESSICA | HILLTOP LEARNING CENTER | STUDENT SERVICES CONSULTANT-ES | 08/03/2026 |
| MCATEE, TODD BROGAN | BLUE VALLEY NORTH HIGH SCHOOL | ASSISTANT PRINCIPAL-ATHLETICS | 07/20/2026 |
| MOSINKIE, CASSANDRA CLAVELL | HILLTOP LEARNING CENTER | SPED TEACHER-EARLY CHILDHOOD | 08/03/2026 |
| NEWBY, ARTHUR CLEMENT | ASPEN GROVE ELEMENTARY | SPED TEACHER-IRR | 08/03/2026 |
| OVERTON, RACHEL DANIELLE | OXFORD MIDDLE SCHOOL | SPED TEACHER-IRR | 08/03/2026 |
| PREHEIM, PAIGE | VALLEY PARK ELEMENTARY | PSYCHOLOGIST | 08/03/2026 |
| REINER, LILLIAN ANN | BLUE VALLEY NORTH HIGH SCHOOL | TEACHER-COMMUNICATION ARTS | 08/03/2026 |
| RICHARDS, DYLAN LEE | BLUE VALLEY NORTH HIGH SCHOOL | TEACHER-PHYSICAL EDUCATION | 08/03/2026 |
| SAGI, ASHLEY L | WOLF SPRINGS MIDDLE SCHOOL | TEACHER-ART | 08/03/2026 |
| SIEFKEN, KATHRYN MAXINE | BLUE VALLEY NORTH HIGH SCHOOL | TEACHER-SPANISH | 08/03/2026 |
| SMITH, TAYLOR KAY ELIZABETH | BLUE VALLEY WEST HIGH SCHOOL | ASSISTANT PRINCIPAL-ACTIVITIES | 07/20/2026 |
| SULLIVAN, MARY MARGARET | WOLF SPRINGS ELEMENTARY | SPEECH LANGUAGE PATHOLOGIST | 08/03/2026 |
| TALLY, ELIZABETH ROSE | PRAIRIE STAR ELEMENTARY | SPED TEACHER-IRR | 08/03/2026 |
| TRIMBLE, KARLA L | OVERLAND TRAIL MIDDLE SCHOOL | TEACHER-FACS | 08/03/2026 |
| VAUPELL, BAILEY ANNE | PRAIRIE STAR ELEMENTARY | TEACHER-GRADE 2 | 08/03/2026 |
| VEST, ANGELA K | SUPPORT SERVICES CENTER | DIRECTOR-FOOD & NUTRITION SRVC | 08/03/2026 |
| VOTAVA, LAURA CHRISTINE | LEAWOOD ELEMENTARY | TEACHER-GRADE 5 | 08/03/2026 |
| WALTMAN, LAUREN ELIZABETH | CEDAR HILLS ELEMENTARY | TEACHER-SPANISH | 08/03/2026 |

# Human Resources Report to the Board of Education

June 8, 2026

Administration recommends approval of the following actions:

| | | | |
|---|---|---|---|
| WASHINGTON, KYLIE KRISTINE | OAK HILL ELEMENTARY | TEACHER-GRADE 5 | 08/03/2026 |

# Human Resources Report to the Board of Education

June 8, 2026

Administration recommends approval of the following actions:

**RESIGNATIONS**

| Name | Location | Position | Effective |
|---|---|---|---|
| BROWN, AMY JO | BLUE VALLEY WEST HIGH SCHOOL | COUNSELOR | 05/22/2026 |
| KOCH, BARRET LUCAS | LEAWOOD MIDDLE SCHOOL | PSYCHOLOGIST | 05/22/2026 |
| KOCH, BARRET LUCAS | AUBRY BEND MIDDLE SCHOOL | PSYCHOLOGIST | 05/22/2026 |
| MARTENS, LAUREN | MORSE ELEMENTARY | TEACHER-STRINGS | 05/22/2026 |
| MARTENS, LAUREN | WOLF SPRINGS ELEMENTARY | TEACHER-STRINGS | 05/22/2026 |
| MARTENS, LAUREN | AUBRY BEND MIDDLE SCHOOL | TEACHER-STRINGS | 05/22/2026 |
| MASTORAKOS, PAIGE ELIZABETH | PRAIRIE STAR ELEMENTARY | TEACHER-GRADE 2 | 05/22/2026 |
| MCELROY, BRYCE AVIN | BLUE VALLEY WEST HIGH SCHOOL | ADMINISTRATIVE INTERN | 05/22/2026 |
| MCGUIRE, LAURA MICHELLE | OVERLAND TRAIL MIDDLE SCHOOL | TEACHER-SPANISH | 05/22/2026 |
| MILLER, MOLLY JEAN | OVERLAND TRAIL MIDDLE SCHOOL | TEACHER-GRADE 8 | 05/22/2026 |
| NELSON, JORDAN KALENE | BLUE VALLEY SOUTHWEST HS | TEACHER-VOCAL MUSIC | 05/22/2026 |
| ODDO, KATHRYN ELIZABETH | HARMONY ELEMENTARY | ADMINISTRATIVE INTERN | 05/22/2026 |
| PITTMAN, JOSEPH KEIL | BLUE VALLEY HIGH SCHOOL | TECH INTEGRATION SPECIALIST | 05/22/2026 |
| ROLSTON, HATTIE MARIA | LAKEWOOD MIDDLE SCHOOL | TEACHER-ART | 05/22/2026 |
| STANLEY, MICHAEL SCOTT | BLUE VALLEY NORTHWEST HS | SPED TEACHER-INTENSIVE RESC | 05/22/2026 |
| SUN, GUONA | VALLEY PARK ELEMENTARY | TEACHER-GRADE 5 | 05/22/2026 |
| TARWATER, JAMI M | STILWELL ELEMENTARY | TEACHER-GRADE 1 | 05/22/2026 |
| THOMPSON, BRITTON TANNER | BLUE VALLEY MIDDLE SCHOOL | TEACHER-GRADE 6 | 05/22/2026 |
| TOMBOLI, COURTNEY A | BLUE VALLEY NORTH HIGH SCHOOL | TEACHER-COMMUNICATION ARTS | 05/22/2026 |
| VOMHOF, LEAH ELLEN | BLUE VALLEY NORTHWEST HS | PRINCIPAL | 06/30/2026 |
| WRIGHT, TYLER JAY | ASPEN GROVE ELEMENTARY | SPED TEACHER-IRR | 05/23/2026 |

# Human Resources Report to the Board of Education

June 8, 2026

Administration recommends approval of the following actions:

**SUPPLEMENTALS**

| Name | Location | Position | Effective |
|---|---|---|---|
| BOLTZ, KAYLA ANN | BLUE VALLEY MIDDLE SCHOOL | LEADERSHIP TEAM MEMBER | 08/06/2025 |
| FARRELL, JENNIFER S | WOLF SPRINGS ELEMENTARY | ADDL TEACHING CI-YEAR | 08/06/2025 |
| PATINO-JIMENEZ, JUAN MANUEL | BLUE VALLEY WEST HIGH SCHOOL | SPONSOR-NATL CURRIC HONOR SOC | 08/06/2025 |
| CONTRUCCI, JACKSON XAVIER | BLUE VALLEY WEST HIGH SCHOOL | HEAD COACH-BOYS TENNIS | 03/01/2027 |
| CONTRUCCI, JACKSON XAVIER | BLUE VALLEY WEST HIGH SCHOOL | HEAD COACH-GIRLS TENNIS | 08/16/2026 |

# Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| ACH | INTERNAL REVENUE SERVICE | 6,663,208.66 |
| ACH | BLUE CROSS BLUE SHIELD OF KC | 3,422,229.97 |
| ACH | KPERS | 1,137,395.85 |
| ACH | KANSAS DEPT OF REVENUE | 905,650.51 |
| ACH | COMMERCE - PCARDS | 593,837.59 |
| ACH | EVERGY | 570,478.24 |
| 074433 | STRAUB CONSTRUCTION COMPANY IN | 509,442.28 |
| ACH | TRANSAMERICA/DIVERSIFIED INVESTMENT | 442,466.31 |
| ACH | H S A - U M B | 284,373.01 |
| 066037 | MCCOWN GORDON CONSTRUCTION LLC | 274,310.79 |
| ACH | DELTA DENTAL | 138,934.02 |
| ACH | TriSTAR - FLEX - MED/DEP REIMBURSEMENT | 129,305.12 |
| 061931 | CARTER ENERGY CORP | 95,732.50 |
| ACH | THE STANDARD INS - STD/LTD/SUP LIFE | 81,995.50 |
| ACH | THOMAS McGEE - WK COMP | 68,064.16 |
| 073929 | WOODRIVER ENERGY LLC | 57,365.30 |
| ACH | WATERONE WEBPAY | 27,693.78 |
| ACH | SURENCY - VISION INSURANCE | 27,382.08 |
| ACH | BVNEA | 23,574.70 |
| ACH | THE STANDARD INS - AI/HI/CI | 21,584.92 |
| ACH | KPERS - WAR | 15,631.03 |
| 074875 | AT&T ENTERPRISES LLC | 15,241.49 |
| ACH | STATE OF KANSAS - SALES TAX | 12,282.16 |
| ACH | KCPAY - KANSAS CHILD SUPPORT | 11,494.78 |
| ACH | KANSAS GAS SERVICE | 8,992.70 |
| 063040 | ATMOS ENERGY | 8,538.62 |
| 069133 | VERIZON WIRELESS | 7,996.16 |
| 055540 | BLUE VALLEY EDUCATIONAL FOUNDA | 7,964.77 |
| ACH | ALLSTATE - IDENTITY BENEFIT | 7,398.88 |
| ACH | ARAG - LEGAL BENEFIT | 5,634.00 |

# Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 074877 | VARSITY SPIRIT FASHIONS & SUPP | 5,198.00 |
| ACH | BVEF | 4,966.00 |
| ACH | LES PTO | 4,400.56 |
| ACH | EXECUTIVE LIFE - FOCUS 10 LIFE | 2,584.22 |
| ACH | LMS PTO | 2,529.47 |
| 018400 | OLATHE USD #233 | 2,433.75 |
| ACH | FSPC CHILDSUPPORT - MISSOURI | 2,235.00 |
| ACH | CITY OF KCMO - EARNINGS TAX | 2,223.30 |
| 050228 | JOHNSON COUNTY PARKS & RECREAT | 2,160.00 |
| ACH | ABM PTO | 2,066.56 |
| ACH | HES PTO | 2,056.84 |
| ACH | PSM PTO | 1,761.39 |
| ACH | SRE PTO | 1,721.32 |
| ACH | TriSTAR SYSTEMS - ADMIN FEE | 1,545.60 |
| 072975 | KSJOA | 1,500.00 |
| 065931 | PITNEY BOWES BANK INC (RESERVE | 1,500.00 |
| ACH | HMS PTO | 1,487.92 |
| 067797 | COMMERCIAL LAW GROUP PA | 1,465.55 |
| 022240 | U S POSTAL SERVICE | 1,450.00 |
| ACH | OMS PTO | 1,220.49 |
| ACH | CITY OF OLATHE BILL PAY - UTILITIES | 1,166.35 |
| 073795 | JOHNSON, JACQUELINE | 1,152.31 |
| 075030 | BEST BUY BUSINESS ADVANTAGE | 1,152.20 |
| ACH | OHE PTO | 1,147.55 |
| 074533 | KEETON AUTO REPAIR | 1,094.73 |
| ACH | HUDL/AGILE SPORTS | 991.95 |
| 067191 | KAHRS LAW OFFICES PA | 980.37 |
| 068487 | BVM PTO | 972.50 |
| 063867 | KSDE | 900.00 |
| 068399 | SHAWNEE MISSION EAST HIGH SCHO | 850.00 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| ACH | LKE PTO | 802.31 |
| 068497 | SHAWNEE MISSION NORTH | 800.00 |
| ACH | VPE PTO | 773.14 |
| ACH | OTM PTO | 700.20 |
| ACH | EXPERTPAY - CA CHILD SUPPORT | 656.00 |
| 075158 | GARDEN OF ENGLISH LLC | 650.00 |
| X01033 | MALNAR, JOHN | 625.00 |
| ACH | HRT PTO | 598.09 |
| X03105 | GYSEL, KITIKARN | 520.00 |
| ACH | IVE PTO | 515.42 |
| ACH | BRE PTO | 510.56 |
| 074869 | VRC COMPANIES LLC | 504.92 |
| 069276 | BROOKRIDGE GOLF | 500.00 |
| 065689 | NICKLAUS GOLF CLUB LP AT LIONS | 500.00 |
| 003359 | GIESEKE, NANCY ANNETTE | 493.08 |
| 021384 | SCHEUFLER, ASHLEY LYNN | 481.62 |
| 004143 | WRIGHT, LISA ANN | 471.15 |
| 007963 | GILLAM, JASON T | 464.02 |
| 072662 | W H GRIFFIN TRUSTEE | 460.00 |
| 050435 | OVERLAND TRAIL MIDDLE SCHOOL | 457.92 |
| 009015 | KELLY, BARBARA MICHELLE | 455.45 |
| 012073 | ELY, MELISSA ANN | 454.11 |
| 002331 | SUMNER, MONICA RAE | 435.70 |
| 021132 | RITTERMEYER, JACOB WARING | 432.97 |
| 021789 | SNEED, TIFFANY DAWN | 430.72 |
| 067700 | LAWRENCE FREE STATE HIGH SCHOO | 430.00 |
| X01391 | SUTTON, MARK A | 425.00 |
| 013910 | KSHSAA | 420.00 |
| 011699 | MISSION TRAIL ELEMENTARY | 415.91 |
| 075151 | LAWYER, JEFFREY | 414.39 |

# Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 014934 | TRADER, MEGHAN S | 408.50 |
| ACH | OTE PTO | 408.45 |
| 068996 | FORT SCOTT UNIFIED SCHOOL DIST | 400.00 |
| 068875 | SHAWNEE MISSION WEST HIGH SCHO | 400.00 |
| 012003 | HAGSTROM, HEATHER MARIE | 398.89 |
| 022889 | LEWIS, MARY KATHLEEN | 395.78 |
| 016043 | DILLAVOU, MEGAN SUZANNE | 393.40 |
| ACH | LKM PTO | 389.00 |
| 055267 | OVERLAND PARK GOLF DIVISION | 384.27 |
| 020523 | RAHMEIER, KELLY D | 376.50 |
| 026426 | U S POST OFFICE | 370.00 |
| 013477 | SKEENS, WILLIAM ALLEN | 356.70 |
| 009492 | MAY, SUSAN MARIE | 345.10 |
| 019568 | VEDDER, ROSS DANIEL | 343.87 |
| 060556 | KANSAS CHORAL DIRECTORS ASSOCI | 336.00 |
| 013336 | YOUNGER, KRISTEN M | 335.50 |
| 018320 | OBOLD-GEARY, REBECCA RUTH | 334.44 |
| 022189 | HOGAN, NICOLE K | 329.15 |
| 068822 | WASHBURN RURAL HIGH | 325.00 |
| 019612 | IZZO, ERIN E | 322.50 |
| 009295 | ARBUCCI, MICHAEL | 316.39 |
| 020947 | BROWN, COLIN JAMES | 312.69 |
| 013512 | FLUIS, JARED C | 310.81 |
| 019186 | COLE, MICHELLE REZNIK | 306.37 |
| 014620 | BURTON, STUART LYLE | 304.22 |
| 007193 | CLELAND, STEPHANIE | 304.07 |
| 068611 | BASEHOR LINWOOD USD 458 | 300.00 |
| 006735 | CUMBERLAND, SIDNEY | 296.24 |
| P13284 | KO, ANGELA | 290.00 |
| 016683 | MARTIN, ALAN PATRICK | 284.20 |

**Blue Valley USD #229**
**Disbursements for May 2026**

| Vendor ID | Vendor Name | |
|---|---|---|
| 018877 | QUEZADA-REYES, ABRAHAM | 278.04 |
| 068532 | INFORMATION NETWORK OF KANSAS | 275.22 |
| 013620 | SCOTTEN, DONNA G | 275.21 |
| 006091 | HENZLIK, KIRSTEN LEE | 267.82 |
| 022041 | TAYLOR, MARTHA L | 266.15 |
| 018234 | KRIEGSHAUSER, LAURA A | 265.93 |
| 016566 | MILLS, DEANNE M | 261.00 |
| 017882 | MCDONALD, CHERYL ANN | 260.42 |
| 014312 | BOGE, JULIA ANNE | 257.96 |
| ACH | AGE PTO | 257.71 |
| 074805 | BISHOP CARROLL CATHOLIC HIGH S | 250.00 |
| 018921 | LONERGAN, MARY COLLEEN | 249.11 |
| 071089 | BESSINE WALTERBACH LLP | 242.01 |
| 068883 | PIPER HIGH SCHOOL | 240.00 |
| R01783 | OTE PTO | 238.00 |
| 015833 | MITCHELL, CHANIE DAWN | 231.28 |
| 000697 | HILL, SUE A | 228.01 |
| 004119 | FEAR, AMY ELISSA | 225.77 |
| 019682 | GOODEN, AUSTIN EDWARD | 224.31 |
| ACH | BVH PTO | 223.67 |
| 018620 | MUSAU, ROSHONDA MARIE | 216.41 |
| 016555 | BERAK, COLETT PEARL | 215.54 |
| 021439 | LIND, LISA J | 209.24 |
| P13478 | DEGNAN, ANGELA | 207.35 |
| 059268 | BLUE RIVER ELEMENTARY | 205.40 |
| 020528 | WASKO, STEVEN M | 201.19 |
| 052857 | SPRING HILL UNIFIED SCHOOL DIS | 200.00 |
| 020236 | DE LEIRIS, SARAH CATHERINE | 199.23 |
| 019923 | WRIGHT, JILL KATHRYN | 198.07 |
| 003358 | STRAIN, BENJAMIN JAMES | 197.93 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 012542 | DEARTH, JACQUELINE MARIE | 188.50 |
| 003224 | DOLLINS, SARAH RENEE | 187.49 |
| 022250 | WEDEMEIER, SHANNON COLLEEN | 182.26 |
| 020300 | BURFORD, CLAUDIA MAJA | 181.47 |
| 010709 | CONRAD, LAUREL MARIE | 179.66 |
| 019654 | MONTGOMERY, MORGAN LYNN | 177.05 |
| 073814 | DIETZ, JODIE | 175.21 |
| ACH | BVW PTO | 175.05 |
| 008464 | HARMS, JENNIFER LYNN | 174.73 |
| 018434 | BEALS, WILFORD E | 174.37 |
| 019387 | GILLIAN, HILARIE GRACE | 173.78 |
| 011305 | DREYER, MIKAYLA WEBER | 171.90 |
| 006874 | DILLAVOU, JENNIFER | 171.32 |
| 000493 | O'CONNOR, JUDITH ANN | 171.10 |
| 062704 | BLUE VALLEY WEST | 170.43 |
| 012295 | INDIAN VALLEY ELEM SCHOOL | 169.74 |
| 010012 | DEFOREST, ASHLEY ROSE | 168.71 |
| 072375 | GREATLIFE KANSAS CITY LLC | 168.00 |
| 020899 | SIMPSON, SYDNEY ELIZABETH | 167.50 |
| 011107 | BEVIL, BETH ANN | 162.76 |
| 063013 | CULLIGAN OF GREATER KANSAS CIT | 162.50 |
| 022351 | ROTH, BLAKE ANTHONY | 161.68 |
| 019698 | WALKER, AUBRIE NORINE | 160.44 |
| 018340 | HERNANDEZ, GISELLE | 160.08 |
| 022317 | MOORE, JOSHUA D'ANGELO | 156.03 |
| 022799 | ASHCRAFT, DEBRA MORINE | 154.28 |
| 014697 | HURT, COURTNEY CONNOLLY | 153.56 |
| 021412 | LYCHE, ABIGAIL G | 151.82 |
| 001500 | LYON, ROBIN L | 151.09 |
| 067705 | MILL VALLEY HIGH SCHOOL | 150.00 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 068431 | THREE TRAILS NFL DISTRICT | 150.00 |
| 016476 | GILLESPIE, MELISSA LYNNE | 149.21 |
| 011340 | MARTINEK, MICHELE LYNN | 148.84 |
| 020186 | CUEVAS, MONICA | 148.12 |
| 021088 | FRIEDEBACH, WILLIAM G | 140.70 |
| P14005 | TANG, ASHLYN | 140.00 |
| 016717 | KOCHANOWSKI, TRICIA MARIE | 137.03 |
| 023189 | GARCIA-FLORES, KIMBERLY | 136.81 |
| 021587 | CONNOLLY, CAITLYN MARIE | 135.44 |
| 071179 | LINDE GAS & EQUIPMENT INC | 133.74 |
| 022922 | HURST, CECILY FAITH | 133.45 |
| 013641 | GRAY, KRISTI LYNN | 132.82 |
| 023022 | STAINES, RYAN MICHAEL | 128.21 |
| 019195 | GRAU, AMBER LYNN | 127.03 |
| 014667 | SPENCER, BRICE MORGAN | 125.86 |
| 070240 | OLATHE SOUTH HIGH SCHOOL | 125.00 |
| 074435 | WELLSVILLE USD 289 | 125.00 |
| 006761 | JIROVEC, DONNA MARIE | 123.69 |
| 003424 | FREUND, RODNEY H | 122.09 |
| 002426 | LOVEALL, MARLA ANN | 121.95 |
| 019058 | MURO, DIANE CYNTHIA | 121.81 |
| 054959 | BLUE VALLEY NORTHWEST HIGH | 121.48 |
| 021618 | EISSOUH, ANA | 121.22 |
| 004001 | BROTHERSON, MARY ELIZABETH | 120.86 |
| 007891 | WAGNER, SARA ELIZABETH | 120.70 |
| P14034 | SHAH, NITIN | 120.00 |
| 017801 | GILLILAND, WENDY LYNN | 118.25 |
| 067599 | BVSW - ONLINE FEES | 117.60 |
| 009013 | CIGICH, KATHLEEN JANE | 116.80 |
| 022458 | GAGNON, JODI LYNNE | 116.44 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 016425 | RASMUSSEN, MICHAEL E | 116.00 |
| 017836 | JOHNSON, WILLIS M | 115.06 |
| 018397 | VISCONTI, KIMBERLY DAWN | 115.06 |
| 016447 | SLICKMAN, KASSIDY ALAINE | 113.39 |
| 003184 | PETERS, NICOLE LEIGH | 113.32 |
| 019689 | MCLAUGHLIN, TANNER D | 111.51 |
| 016543 | WATERS, EMILY AUTUMN | 110.13 |
| 010400 | OAK HILL ELEMENTARY SCHOOL | 110.05 |
| 022757 | KURE, NICHOLAS ANTHONY | 109.62 |
| 019420 | VALENZUELA, MARIA M | 108.46 |
| 004213 | ZINK, COLLEEN MICHELLE | 107.45 |
| 022697 | BILLINGER, BRANDON JAMES | 107.16 |
| 011347 | KUNZE, CYNTHIA LYNN | 107.01 |
| 001807 | JENSEN, TERRY U | 104.40 |
| 022798 | MANGINE, CHARLES DUANE | 104.40 |
| 010169 | CARNEY, REBEKAH LEEANN | 104.28 |
| P14028 | MATTHAEI, CARI | 103.85 |
| 021862 | FARRINGTON, DANA MICHELE | 101.50 |
| 014926 | RICHEY-SULLIVAN, ELIZABETH J | 101.50 |
| 019676 | TYSICK, KENNETH JOSEPH | 101.50 |
| 010844 | HILL, CHRISTINE MARIE | 100.85 |
| 023088 | MASON, KATHERINE IRENE | 100.05 |
| 068429 | BISHOP MIEGE HIGH SCHOOL | 100.00 |
| 074924 | CLERK OF THE COURT | 100.00 |
| 068590 | LOUISBURG HIGH SCHOOL | 100.00 |
| X01154 | MILLER, SANDRA A | 100.00 |
| 015188 | BLAKELY, JOANN | 98.53 |
| 018850 | PARRA, ELENIS | 96.79 |
| 002151 | HELLER, PAMELA J | 96.35 |
| 017433 | MARTENS, LAUREN | 95.41 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 012006 | JAMES, JEAN CAITLIN | 94.98 |
| 018419 | GRAHAM, THERESA | 94.69 |
| 016460 | MERINO, SONJA LYNN | 94.18 |
| 021494 | TEMPLE, MARISSA NOEL | 93.60 |
| 022964 | POESCHL, SARAH J | 92.37 |
| 000202 | BLUE VALLEY NORTH HIGH SCHOOL | 90.58 |
| 023567 | HINEMEYER, MEGHAN ELIZABETH | 89.03 |
| ACH | HLC PTA | 87.52 |
| 018249 | CRANE, ABIGAIL DIANE | 87.15 |
| 005566 | JONES, JENNIFER L | 86.93 |
| P08732 | STEWART, CHAD | 83.74 |
| 023709 | HARTE, CHRISTINA MARIE | 83.74 |
| 017719 | KAUSAR, BILQEES | 81.20 |
| 018312 | LUEDERS, MCKENZIE K | 79.90 |
| 017676 | DERRINGER, DEBORAH ANN | 79.03 |
| 022184 | RELIFORD, DARRYL W | 79.03 |
| 005355 | RABBITT, JOCELYN RENEE | 78.81 |
| 022327 | GILL, MONICA | 77.43 |
| 068758 | SHAWNEE MISSION SOUTH | 75.00 |
| BVSW | BLUE VALLEY SOUTHWEST HIGH SCH | 74.65 |
| 015730 | O'DONNELL, MOLLIE ANNE | 73.73 |
| 020748 | TRIBALDO HENAO, KARENT | 70.47 |
| 002044 | NORRIS, JUSTIN M | 69.60 |
| 002447 | SIMKINS, DEBORAH JEAN | 68.80 |
| 010685 | VOOR VART, LEANN RENAE | 67.79 |
| 001802 | SCAVUZZO, AMY | 66.48 |
| 003980 | CHYKA, MICHEAL BRUCE | 65.56 |
| 005402 | MURA, CHRISTINE LEIGH | 65.25 |
| 017315 | SATRIANO, JAMES ALAN | 64.96 |
| 011992 | SIMPSON, LORIE SUZZANNE | 62.35 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 021004 | PARKER, HALEY NICOLE | 61.05 |
| 010935 | MARTIN, THOMAS J | 60.39 |
| 014154 | ASHER, TARA PAIGE | 59.46 |
| 015386 | LOOMIS, STEVEN TODD | 59.45 |
| 005097 | RITTER, CANDACE J | 59.09 |
| 015848 | KERR, ROBERT A | 58.73 |
| 022107 | ZHANG, HANXUAN | 57.21 |
| 015909 | KNIGHT, DONNA M | 56.55 |
| 008128 | RAMSTAD, DEREK JOHN | 50.32 |
| 060152 | SHAWNEE HEIGHTS USD NO 450 | 50.00 |
| 012790 | HAMERA, AMY REBECCA | 49.30 |
| 011286 | BOLTON, CRISTY YVONNE | 48.65 |
| ACH | MOR PTO | 48.62 |
| 020352 | KESSINGER, JAN H | 46.76 |
| 021208 | HOIT, LYNDI LEE | 46.40 |
| 002730 | BLUE VALLEY HIGH SCHOOL | 44.01 |
| 009728 | BUXTON, SHERI A | 42.27 |
| 022111 | VICK, JAMES DEAN | 41.76 |
| 017425 | MONSON, ANDREW JAMES | 40.67 |
| 013181 | GRAHAM, JANET LYNN | 40.60 |
| 009022 | WELLS, MARY MELINDA | 40.31 |
| 019375 | CHAFIN, SONJA MARIE | 39.74 |
| 021267 | ERPELDING, JUDY ELLEN | 39.15 |
| 021512 | HARMSEN, BUFFY RENEE | 37.92 |
| 014406 | DOMSCH, TRICIA D | 37.48 |
| 022348 | DUBILL, MEREDITH JANE | 37.28 |
| 019593 | MUNSON, STEPHANIE KATE | 36.04 |
| 018868 | CHAVEZ, EMMA CAITLYN | 35.98 |
| 019717 | GARRUSS, ANASTASIA R | 35.24 |
| 007271 | RICHARDSON, AMBER MARIE | 34.01 |

**Blue Valley USD #229**
**Disbursements for May 2026**

| Vendor ID | Vendor Name | |
|---|---|---|
| 023075 | STEINBERG, MELISSA BARBI | 33.14 |
| 015444 | SNODGRASS, REBECCA JO | 32.77 |
| 023192 | CORTEZ MORALES, CRISTINA J | 31.62 |
| 020059 | HELGESON, MELINDA C | 30.74 |
| 022690 | CRAWFORD, ROSALINDA RUIZ | 30.66 |
| 051031 | OVERLAND TRAIL ELEMENTARY | 30.00 |
| 022316 | HENRY, MICHELLE DAWN | 29.87 |
| 015395 | STARNES, MEREDITH JEWELL | 29.73 |
| 018400 | CHOI, HYANG O | 28.28 |
| 016433 | WILES, ALLISON RAE | 27.19 |
| 013642 | HENRY, MELODY JOY | 26.90 |
| 021914 | SALAZAR, GENESIS E | 26.75 |
| 001156 | PETERMAN, ANDREA S | 25.96 |
| 002800 | BLUE VALLEY MIDDLE SCHOOL | 25.75 |
| 013281 | COHEN, ERIC ALLEN | 25.52 |
| 015150 | GUO, SU | 23.92 |
| 012171 | BEICHLEY, KACI REBECCA | 22.84 |
| 021492 | WHIGHAM, SHELLY MARIE | 22.05 |
| 001777 | OXFORD MIDDLE SCHOOL | 21.94 |
| 060423 | BLUE VALLEY ACADEMY | 21.45 |
| 013225 | BAILEY, CHARLES A | 20.74 |
| 017793 | LARSON, DIMITRI LAWRENCE | 20.74 |
| 021399 | STEGMAN, MACKENZIE E | 20.67 |
| 008030 | JONES, GENA L | 20.16 |
| 023250 | BAGLEY, RACHEL ANN | 19.87 |
| 005680 | SMITH, ANNE M | 19.72 |
| 058326 | PRAIRIE STAR MIDDLE SCHOOL | 19.54 |
| 021501 | GREEN, KIMBERLY ANN | 19.22 |
| 022002 | PARRISH, KARLA PATRICIA | 18.13 |
| 015353 | MCDAVID, KATHLEEN HELEN | 17.98 |

**Blue Valley USD #229**
**Disbursements for May 2026**

| Vendor ID | Vendor Name | |
|---|---|---|
| 017500 | SVILARICH, STEPHANIE LINN | 17.98 |
| 019657 | WALKER, CLAIRE J | 17.40 |
| 023747 | BLACK, RACHEL | 17.11 |
| 006814 | RANGEL, MONICA | 16.97 |
| 009695 | CHOPP, ELIZABETH ROSEN | 16.10 |
| 021646 | KLAUS, SHANNON ELIZABETH | 15.95 |
| 023193 | KOSPELICH, ROBIN ANNE | 15.37 |
| 023041 | MEYER, JASON E | 15.08 |
| 016213 | HOLKER, HOLLY ANNE | 14.94 |
| 005592 | CHRISTIAN, PATRICIA M | 14.07 |
| 016929 | WESTCOTT, JOHNATHON THOMAS | 13.92 |
| 023766 | BENNETT, MALLORY JANE | 13.34 |
| 023478 | BOWEN, STEPHANIE ERIN | 12.98 |
| ABM | AUBRY BEND MIDDLE SCHOOL | 12.92 |
| 017399 | CLAYBROOK, ANN | 11.75 |
| 023651 | CORPUS, HEATHER LYNN | 11.60 |
| 016453 | JIRAK, SHARON KAY | 11.31 |
| 006370 | FARRELL, TERRIE | 10.30 |
| 019723 | TROWBRIDGE, WHITNEY LEIGH | 9.72 |
| 012147 | WARRICK, MANDI LYNN | 9.72 |
| 010707 | WEBB, NATALIE A | 9.57 |
| 015067 | MARQUESS, STEPHANIE NICOLE | 9.43 |
| 004817 | MAZZEI, COLLEEN O'ROURKE | 9.35 |
| 013936 | BANDY, CHRISTINA LYNN | 8.70 |
| 023142 | HASSAN, SAJA OMRAN | 8.41 |
| 009582 | VALVERDE, BOBBI JO | 8.27 |
| 016716 | HJORTSHOJ, AMANDA RENEE | 8.12 |
| 023419 | GROWNEY, ECHO ANN | 7.90 |
| 019621 | WITTEBORG, KRISTIN MARIE | 7.90 |
| 018280 | GIBSON, ANN MARIE | 7.47 |

## Blue Valley USD #229
## Disbursements for May 2026

| Vendor ID | Vendor Name | |
|---|---|---|
| 023162 | BRADY, ALEXIS | 7.40 |
| 021861 | DOMINICK, DIANE MARIA | 6.67 |
| 006005 | BOLTON, JULIA M | 5.22 |
| 005546 | DREYER, MARGO BETH | 5.08 |
| 019817 | HAMMETT, HALEY MARIE | 5.08 |
| 022604 | FANGMAN, TRISTAN LEIGH | 4.50 |
| 022514 | MATTHEWS, AUDREY ADELE | 4.28 |
| 019701 | MITCHELL, ROSALIND ELAINE | 3.99 |
| 021923 | HALL, KAYLA LYNN | 3.63 |
| 062980 | LAKEWOOD MIDDLE SCHOOL | 3.39 |
| 015520 | KASICK, ASHLEY NICOLE | 2.90 |
| 021748 | PANATTONI, ARIANNA LYNN | 1.45 |
| 018401 | CHAN, OI YEE | 1.02 |
| | **GRAND TOTAL** | **15,683,378.90** |

# Blue Valley USD #229
## Claims for 6/15/26

| Vendor ID | Vendor Name | |
|---|---|---|
| 066037 | MCCOWN GORDON CONSTRUCTION LLC | 3,128,038.26 |
| 068762 | PETERMANN STSA LLC | 1,310,256.64 |
| 074433 | STRAUB CONSTRUCTION COMPANY IN | 997,043.98 |
| 001039 | APPLE INC | 885,942.00 |
| 060686 | CDW-GOVERNMENT INC | 700,386.80 |
| 075152 | CHARACTERSTRONG LLC | 345,344.50 |
| 073757 | US FOODS INC | 315,899.96 |
| 064307 | CIRCADIA | 270,865.33 |
| 068763 | PETERMANN STS LLC | 269,746.68 |
| 072050 | INSTRUCTURE INC | 241,029.00 |
| 069609 | ALL POINT TRANSPORTATION LLC | 240,315.08 |
| 066974 | BCI MECHANICAL INC | 167,604.76 |
| 072542 | PINNACLE STAFFING GROUP | 113,345.48 |
| 071558 | SYNETIC TECHNOLOGIES | 110,921.00 |
| 012198 | CITY OF OVERLAND PARK | 104,597.04 |
| 075084 | PARENTSQUARE INC | 90,600.00 |
| 074235 | UNIVERSAL CONSTRUCTION COMPANY | 84,534.80 |
| 059516 | KAW ROOFING AND SHEET METAL IN | 80,198.64 |
| 067910 | ENVISION TECHNOLOGY GROUP | 79,610.00 |
| 072481 | C & C PRODUCE | 72,795.69 |
| 050179 | BSN SPORTS | 72,168.35 |
| 074984 | ZEN EDUCATE | 70,253.68 |
| 073279 | IMAGEQUEST INC | 69,693.83 |
| 066408 | DLR GROUP INC A KANSAS CORPORA | 68,037.75 |
| 068823 | SUMMIT BEHAVIORAL SERVICES | 61,246.80 |
| 074237 | SYNDEO STAFFING KANSAS CITY LL | 61,229.89 |
| 069711 | EAGLE TECHNOLOGIES | 60,202.42 |
| 074500 | AMERGIS HEALTHCARE STAFFING IN | 59,867.84 |
| 063926 | PLUMBING BY FISHER INC | 56,187.14 |
| 062508 | CONFERENCE TECHNOLOGIES INC | 55,522.83 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 073910 | SIGNATURE LANDSCAPE LLC | 54,898.00 |
| 002159 | SOUTHEAST KANSAS EDUCATION SER | 50,020.00 |
| 064467 | B&H PHOTO VIDEO | 49,868.05 |
| 068743 | MC ELECTRIC | 48,249.40 |
| 072574 | TECHCYCLE SOLUTIONS LLC | 47,802.40 |
| 073938 | CORPORATE CLEANING GROUP INC | 47,101.32 |
| 007946 | HOLLIS & MILLER ARCHITECTS INC | 46,695.70 |
| 064310 | ACCUTEC SERVICES INC | 45,072.00 |
| 063937 | INTERPRETING SOLUTIONS LLC | 41,593.58 |
| 067074 | GOODWIN PRO TURF INC | 39,380.00 |
| 071483 | HILAND DAIRY FOODS COMPANY LLC | 38,944.35 |
| 073228 | BRADY INDUSTRIES OF KANSAS LLC | 37,456.50 |
| 074894 | PROCARE THERAPY | 36,286.90 |
| 073955 | CENTEGIX | 36,040.00 |
| 073746 | FOLLETT CONTENT SOLUTIONS LLC | 34,995.59 |
| 057213 | RIDDELL ALL AMERICAN SPORTS | 32,508.69 |
| 051394 | OVERHEAD DOOR | 30,221.04 |
| 072434 | WASTE MANAGEMENT OF KANSAS INC | 29,494.23 |
| 073776 | HUT AMERICAN GROUP LLC | 29,407.50 |
| 019950 | PUR-O-ZONE INC | 29,020.12 |
| 073401 | SOLIANT STAFFING LLC | 28,581.14 |
| 074700 | SWEETWATER SOUND LLC | 21,641.84 |
| 050959 | CITY OF LEAWOOD | 19,541.50 |
| 074927 | BRIGHTHOUSE ACADEMY LLC, THE | 18,975.00 |
| 073912 | MORRIS LEATHERMAN COMPANY | 18,850.00 |
| 074182 | DR DEBS CENTER FOR CHILD AND F | 18,500.00 |
| 065800 | KA-COMM INC | 18,117.00 |
| 002810 | KANSAS STATE SCHOOL FOR THE DE | 18,000.00 |
| 073283 | SAVVAS LEARNING COMPANY LLC | 17,000.00 |
| 066654 | MACKIN BOOK COMPANY | 16,463.64 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 069292 | BUILDING CONTROLS & INTEGRATIO | 16,344.90 |
| 071832 | BEHAVIORAL HEALTH ALLIES | 16,160.00 |
| 074886 | CITY WIDE FACILITY SOLUTIONS | 15,700.00 |
| 059064 | BROSKI FENCE CO LLC | 15,217.00 |
| 074895 | BEDFORD NELSON LLC | 14,400.00 |
| 054194 | HILLYARD INC | 14,286.72 |
| 071609 | FIBER-COMM LLC | 14,249.00 |
| 067033 | COMMERCIAL FILTER SERVICE OF K | 13,727.09 |
| 010225 | GRAINGER | 12,958.38 |
| 069524 | USIC LOCATING SERVICES INC | 12,917.34 |
| 000238 | KENTON BROTHERS INC | 12,577.16 |
| 075122 | XM AUTOMOTIVE LLC | 12,542.29 |
| 073448 | SCHOOL SPECIALTY LLC | 11,180.29 |
| 050407 | K & W UNDERGROUND INC | 10,560.68 |
| 065919 | MEDCO SUPPLY | 10,240.89 |
| 072017 | BUILDING CONTROLS AND SERVICES | 10,206.87 |
| 008530 | ELECTRONIC CONTRACTING COMPANY | 10,061.08 |
| 067784 | FAVORITE HEALTHCARE STAFFING L | 9,970.83 |
| 073768 | BRIGHTSTAR CARE OVERLAND PARK/ | 9,765.00 |
| 064211 | ULINE INC | 9,681.06 |
| 063632 | MAXIM HEALTHCARE SERVICES INC | 9,439.76 |
| 072824 | MONOPRICE INC | 9,358.42 |
| 002540 | STANION WHOLESALE ELECTRIC CO | 9,350.12 |
| 074567 | HELM SERVICE | 8,934.00 |
| 067354 | VISTA HIGHER LEARNING INC | 8,780.64 |
| 059562 | HONEY WAGON | 8,680.00 |
| 059640 | HENDERSON ENGINEERS INC | 8,156.00 |
| 066010 | ROMA BAKERY | 8,139.65 |
| 073759 | AMERICAN PEST MANAGEMENT | 7,449.00 |
| 061475 | CRAIG HOMECARE | 6,974.24 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 002035 | BEARING HEADQUARTERS COMPANY | 6,842.28 |
| 071891 | KAPITAN BAND INSTRUMENT REPAIR | 6,749.00 |
| 072182 | ASSISTED STUDENT TRANSPORTATIO | 6,721.70 |
| 002303 | BLACKMORE & GLUNT INC | 6,508.52 |
| 069226 | MFAC LLC | 6,500.00 |
| 063492 | SELECT MARKETING & DISTRIBUTIN | 6,486.44 |
| 066280 | REINDERS INC | 6,158.05 |
| 074403 | MARKLEY STRATEGIES LLC | 6,083.33 |
| 001039 | APPLE INC | 6,068.00 |
| 073650 | FIX A FIELD LLC | 6,035.00 |
| 073429 | TELETRAC NAVMAN US LTD | 5,665.32 |
| 074679 | OLD SCHOOL HORNS LLC | 5,661.29 |
| 061257 | ALEXANDER & RAYS TV AND APPLIA | 5,641.90 |
| 065665 | KRUGER TECHNOLOGIES INC | 5,576.00 |
| 070193 | PROPIO LANGUAGE SERVICES | 5,473.97 |
| 075100 | SOUTHERN COMPUTER WAREHOUSE IN | 5,414.94 |
| 069558 | ELECTRONIC SYSTEMS INTEGRATION | 5,397.65 |
| 050850 | XEROX CORPORATION | 5,288.28 |
| 073101 | DAVIDSON PROMOTIONAL PRODUCTS | 5,203.50 |
| 064475 | ENVISION INDUSTRIES INC | 4,950.60 |
| 003065 | GIBBS SMITH PUBLISHER | 4,887.70 |
| 073900 | AD TRENDS ADVERTISING INC | 4,821.50 |
| 055285 | MCCORMICK'S GROUP LLC | 4,679.60 |
| 075063 | ARMSTRONG COMPANY KC LLC THE | 4,662.37 |
| 061797 | SMITTY'S LAWN AND GARDEN EQUIP | 4,651.76 |
| 072504 | VERITIV OPERATING COMPANY | 4,643.19 |
| 074824 | HALL, JAROD | 4,500.00 |
| 063954 | ASSOCIATED EQUIPMENT SALES CO | 4,435.00 |
| 074919 | NILES HOME FOR CHILDREN | 4,275.00 |
| 074912 | STEPHANIE HIBLER | 4,225.00 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 065188 | OMEGA DOOR & HARDWARE DIV OF M | 4,211.56 |
| 059725 | COMMERCIAL AQUATIC SERVICES I | 4,166.77 |
| 073590 | JOHNSON CONTROLS FIRE PROTECTI | 4,147.17 |
| 070036 | INDEX RESTAURANT SUPPLY | 4,060.00 |
| 071792 | CORNERSTONES OF CARE | 4,050.00 |
| 072723 | UNIFIED SCHOOL DISTRICT 500 | 4,046.88 |
| 070875 | SPHERO INC | 4,016.35 |
| 071989 | LEGO EDUCATION NORTH AMERICA | 3,998.90 |
| 074561 | WIL FISCHER CO OF KS | 3,968.66 |
| 066468 | AMERICAN DIGITAL SECURITY LLC | 3,817.77 |
| 072186 | CLIFFORD POWER SYSTEMS | 3,642.30 |
| 057976 | COLEMAN EQUIPMENT INC | 3,627.48 |
| 012146 | INDUSTRIAL SALES COMPANY | 3,586.47 |
| 072506 | PHILADELPHIA SECURITY PRODUCTS | 3,554.05 |
| 073608 | SUPREME GREEN LANDWORKS LLC | 3,371.80 |
| 056760 | LIVERY STABLE AUTOMOTIVE INC, | 3,363.33 |
| 062501 | ABLE HANDS INTERPRETING SERVIC | 3,254.68 |
| 071986 | REGENTS FLOORING | 3,223.00 |
| 071843 | FOLEY EQUIPMENT COMPANY | 3,219.38 |
| 052728 | DELL COMPUTER CORP | 3,170.00 |
| 074836 | OLATHE FLEET SOLUTIONS LLC | 3,168.59 |
| 074892 | IML SECURITY SUPPLY | 3,077.57 |
| 000300 | KELLER FIRE & SAFETY INC | 3,045.22 |
| 075117 | BETTERBEE | 2,874.55 |
| 072705 | STANGER INDUSTRIES INC | 2,803.06 |
| 074844 | DBA A AND D SCENERY EVENT DRAP | 2,788.80 |
| 069845 | CENTURY MARKETING INC | 2,788.20 |
| 066424 | SITEONE LANDSCAPE SUPPLY LLC | 2,781.63 |
| 074899 | L&W SUPPLY CORPORATION | 2,698.76 |
| 069089 | WALDINGER CORPORATION, THE | 2,612.89 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 072122 | MARKIT BRANDING SOLUTIONS | 2,579.65 |
| 074587 | PEPSICO BEVERAGE SALES LLC | 2,545.03 |
| 062393 | BYERS GLASS AND MIRROR INC | 2,537.59 |
| 054191 | MEYER MUSIC COMPANY | 2,511.49 |
| 006972 | BLICK ART MATERIALS LLC | 2,446.86 |
| 056352 | VALIDITY SCREENING SOLUTIONS | 2,434.00 |
| 073500 | EMS LINQ INC | 2,411.91 |
| 058705 | VAN WALL EQUIPMENT INC | 2,397.61 |
| 074882 | GRAVES, LINDA | 2,377.07 |
| 006800 | DEMCO INC | 2,163.64 |
| 067315 | TAPCO | 2,147.00 |
| 073287 | K12 CONSULTING AND THERAPY SER | 2,113.75 |
| 067072 | GENERAL PARTS LLC | 2,107.69 |
| 067336 | KC STRINGS INC | 2,093.00 |
| 057490 | TRANE USA INC | 2,081.37 |
| 018300 | HERFF JONES INC | 2,079.41 |
| 004775 | CHARLES D JONES CO INC | 2,073.80 |
| 009030 | FLINN SCIENTIFIC INC | 2,065.55 |
| 023000 | SOCIAL STUDIES SCHOOL SERVICE | 2,031.12 |
| 074893 | AIRBORNE MECHANICAL SERVICES L | 1,849.00 |
| 071179 | LINDE GAS & EQUIPMENT INC | 1,845.83 |
| 074138 | ATHCO ACQUISITION CORP | 1,796.55 |
| 073167 | FREEDOM INTERIOR SOLUTIONS LLC | 1,750.00 |
| 026500 | CONSTRUCTIVE PLAYTHINGS | 1,599.90 |
| 066562 | CINTAS CORPORATION NO 2 | 1,581.72 |
| 001465 | BRACKER'S GOOD EARTH CLAYS INC | 1,527.01 |
| 068368 | MIKE DUSSELIER CONCRETE FLATWO | 1,522.96 |
| 068695 | ROJAS, DANIEL P | 1,500.00 |
| 075134 | TRANSAMERICA CORPORATION | 1,500.00 |
| 073570 | KRONOS SAASHR INC | 1,480.39 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 027190 | WENGER CORPORATION | 1,468.11 |
| 073781 | HOWIES ATHLETIC TAPE | 1,421.62 |
| 073773 | E EDWARDS WORK WEAR | 1,378.69 |
| 055546 | RIO GRANDE ALBUQUERQUE | 1,347.13 |
| 070872 | UNIVERSITY OF KANSAS HOSPITAL | 1,305.00 |
| 066987 | DISCOUNT SCHOOL SUPPLY | 1,278.87 |
| 074920 | MIPERCUSSION | 1,273.81 |
| 071788 | BREAKOUT EDU | 1,254.00 |
| 067473 | SPECIAL WASTE SERVICES LLC | 1,250.00 |
| 004350 | CAROLINA BIOLOGICAL SUPPLY CO | 1,199.04 |
| 070096 | KANSAS CARENOW URGENT CARE LLC | 1,195.00 |
| 074872 | CUT TIME LLC | 1,183.37 |
| 073562 | HID GLOBAL CORPORATION | 1,179.00 |
| 068708 | GLOBAL EQUIPMENT COMPANY | 1,055.83 |
| 062814 | DECKER INC | 1,042.14 |
| 073914 | PICKUP PATROL LLC | 1,035.29 |
| 072940 | DEAN'S TROPHIES | 1,019.70 |
| 070152 | SPOONBALL SPORTS LLC | 1,017.50 |
| 052838 | MID AMERICA NAZARENE UNIVERSIT | 1,012.50 |
| 072243 | BLACK DOG BASS WORKS | 1,000.00 |
| 056723 | DISCOVERY EDUCATION | 999.00 |
| 073536 | FAST SIGNS-90601 | 998.02 |
| 067703 | SCHOLASTIC INC | 993.75 |
| 075037 | POWERSCHOOL GROUP LLC | 918.00 |
| 075160 | ST VRAIN VALLEY SCHOOL DISTRIC | 900.00 |
| 063877 | ROCHESTER 100 INC | 865.20 |
| 066220 | KUTA SOFTWARE LLC | 857.00 |
| 074476 | DAIKIN TMI LLC | 840.00 |
| 003000 | BOUND TO STAY BOUND BOOKS INC | 834.58 |
| 063855 | MCQUEENY GROUP INC | 833.54 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 073438 | HEARTLAND PAYMENT SYSTEMS LLC | 825.00 |
| 074877 | VARSITY SPIRIT FASHIONS & SUPP | 825.00 |
| 067781 | KANSAS ONE CALL SYSTEM INC | 799.33 |
| 062334 | HARPERS FABRIC & QUILT CO | 779.87 |
| 070089 | FITZPATRICK GOLF SHOP LLC | 750.00 |
| 074470 | VERNIER SCIENCE EDUCATION | 746.26 |
| 002105 | TRIANGLE SALES INC | 745.00 |
| 072997 | HD SUPPLY INC | 666.15 |
| 062074 | J M O'CONNOR INC | 663.25 |
| 052214 | LEXIA VOYAGER SOPRIS INC | 656.70 |
| 063184 | HASTY AWARDS | 651.13 |
| 061767 | KEY REFRIGERATION SUPPLY OF KA | 644.10 |
| 063141 | MIDWEST EQUIPMENT COMPANY INC | 636.25 |
| 072081 | DYNAMISM INC | 634.35 |
| 071856 | WESTLAKE HARDWARE INC | 629.16 |
| 071362 | FUN AND FUNCTION LLC | 627.89 |
| 065862 | KANSAS BUREAU OF INVESTIGATION | 627.00 |
| 075138 | MARIN BY THE BAY LLC | 625.00 |
| 069871 | STRATEGIC KC | 623.00 |
| 066442 | VIRCO INC | 616.12 |
| 066675 | GOPHER SPORT | 611.46 |
| 071527 | GRIMCO INC | 609.88 |
| 073885 | KANSAS SCHOOL ATTORNEY'S ASSOC | 570.00 |
| 071500 | POLAR OASIS | 563.00 |
| 068416 | AMBROSE PACKAGING INC | 559.04 |
| 070004 | OLATHE STRIPING | 550.00 |
| 009000 | FISHER SCIENTIFIC CO LLC | 545.70 |
| 064541 | FLUTTERBEE EDUCATION GROUP | 507.48 |
| 056910 | FASTENAL COMPANY | 496.74 |
| 063858 | CHILDREN'S MERCY HOSPITAL | 492.39 |

**Blue Valley USD #229**
**Claims for 6/15/26**

| Vendor ID | Vendor Name | |
|---|---|---|
| 073191 | SOUTHWEST SOLUTIONS GROUP INC | 480.59 |
| 073259 | CONTROL DEPOT INC | 475.82 |
| 061361 | UNITED REFRIGERATION INC | 472.95 |
| 065866 | LAKESHORE LEARNING MATERIALS | 469.05 |
| 065829 | NCS PEARSON | 465.54 |
| 067938 | PERFORMANCE TINT LLC | 465.00 |
| 056954 | ADORAMA INC | 452.28 |
| 074183 | BFLY OPERATIONS INC | 450.00 |
| 073468 | CCC SERVICES LLC | 450.00 |
| 022460 | ADA BADMINTON & TENNIS | 437.00 |
| 074641 | REV ROBOTICS LLC | 404.97 |
| 071660 | PALEN MUSIC CENTER INC | 402.45 |
| 061182 | P B HOIDALE CO INC | 400.58 |
| 074573 | A&E TREE LLC | 385.00 |
| 013950 | KAPLAN EARLY LEARNING CO | 357.04 |
| 021700 | SCHOOL HEALTH CORPORATION | 340.52 |
| 075136 | DENNIS HENDRICKSON | 340.39 |
| 073127 | UNITED STATES AWARDS INC | 337.51 |
| 059421 | SCHOOL NURSE SUPPLY INC | 330.55 |
| 075098 | WORLDGATE LLC | 323.75 |
| X03066 | WILKINS, SHARON | 320.20 |
| 074485 | WILLIAMS, BLAIR ASHLEY | 300.60 |
| X03470 | SWENDSON, KAREN | 282.07 |
| 073790 | PARTS TOWN LLC | 278.94 |
| 062680 | POCKET NURSE ENTERPRISES | 266.64 |
| 000341 | J W PEPPER | 260.99 |
| 073475 | IMA GROUP MANAGMENT CO | 250.00 |
| 065161 | JOSTENS INC | 248.70 |
| 074486 | MCCULLOUGH, KATHLEEN | 246.14 |
| X02259 | BROWN, STEVEN F | 242.00 |

## Blue Valley USD #229
## Claims for 6/15/26

| Vendor ID | Vendor Name | |
|---|---|---|
| 072889 | BORDER STATES ELECTRIC SUPPLY | 240.00 |
| 057906 | O'REILLY AUTO PARTS | 231.48 |
| 074683 | SOUND SUCCESS LLC | 225.00 |
| 061979 | STEVE WEISS MUSIC INC | 207.95 |
| X03543 | EDMONDS, MAUREEN | 200.00 |
| 064580 | STYERS EQUIPMENT COMPANY | 200.00 |
| 001239 | CENGAGE LEARNING | 193.05 |
| 060071 | OFFICE DEPOT (BUSINESS SERVICE | 192.70 |
| 074548 | BEAUTIFUL MUSIC VIOLIN SHOP LL | 192.00 |
| 054274 | ELECTRONICS SUPPLY CO INC | 177.05 |
| X00374 | BERGEE, MARTIN J | 175.00 |
| 064978 | DAVIS, STEVEN | 175.00 |
| X03273 | HARRELSON, HELEN TYLER | 175.00 |
| X03561 | LIN, LINDA | 175.00 |
| 073157 | UNIFIRST CORPORATION | 174.14 |
| 065417 | ROASTERIE INC, THE | 156.48 |
| 071329 | INNOVATIVE THERAPY SOLUTIONS L | 150.00 |
| 066750 | SMALLWOOD LOCK  SUPPLY INC | 131.14 |
| 000915 | BLUE VALLEY FOOD SERVICE DEPT | 130.33 |
| 074745 | ROMANAZZI, MICHAEL | 105.00 |
| 075046 | AMB VENTURES LLC DBA CRUSHR OF | 100.00 |
| 074511 | ANCESCHI ANTUNES DA COSTA, NAT | 100.00 |
| 073933 | YARD LOVE KC | 100.00 |
| 001682 | INSECT LORE PRODUCTS | 83.93 |
| 066852 | BLINDS TO GO COMMERCIAL LLC | 76.00 |
| 072760 | CELIAMATOS LLC | 75.00 |
| 071931 | HOLLIDAY SAND & GRAVEL COMPANY | 72.50 |
| 001808 | JOHNSTONE SUPPLY | 63.66 |
| 001964 | ANIXTER INC - KANSAS CITY | 63.00 |
| 064992 | COMMUNITY PRODUCTS LLC | 60.75 |

## Blue Valley USD #229
## Claims for 6/15/26

| Vendor ID | Vendor Name | |
|---|---|---|
| 075135 | BATLINER RECYCLING | 60.64 |
| 050231 | REALLY GOOD STUFF INC | 59.96 |
| 074910 | DE LIMA SANTOS, ALINE ROCHA | 56.25 |
| 068850 | REJIS COMMISSION | 55.91 |
| 071379 | LANGUAGE TESTING INTERNATIONAL | 55.00 |
| 067080 | HARRISON MACHINE SHOP & WELDIN | 40.00 |
| 001591 | SUPER DUPER PUBLICATIONS | 37.93 |
| 073550 | KAMETA, MARCIE | 37.50 |
| 074368 | PLAYAWAY PRODUCTS LLC | 32.91 |
| 072756 | ALKURDI, MARWA | 25.00 |
| 067675 | BARNES & NOBLE BOOKSELLERS INC | 17.95 |
| 057798 | COLLEGE BOARD, THE | 11.54 |
| | **GRAND TOTAL** | **11,978,774.64** |

# SPECIAL FUND TRANSFERS

**FOR THE MONTH OF April 2026**

| | | General Fund | Supp. General | Cont. Reserve |
|---|---|---|---|---|
| 013 | At Risk | $ 4,116,650.00 | $ 467,700.00 | $ - |
| 014 | Bilingual Education | $ - | $ 264,550.00 | $ - |
| 015 | Virtual Education | $ - | $ - | $ - |
| 026 | Professional Development | $ - | $ - | $ - |
| 028 | Parents as Teachers | $ 15,500.00 | $ - | $ - |
| 030 | Special Education | $ - | $ 8,189,790.00 | $ - |
| 034 | Career & Postsec. Ed. | $ - | $ - | $ - |
| 022 | Extra Ordinary Schools | $ - | $ - | $ - |
| 053 | Contingency Reserve | $ - | $ - | $ - |
| 055 | Textbook & Student Mat. | $ - | $ - | $ - |
| 047 | Special Reserve Work Comp | $ - | $ - | $ - |
| 048 | Special Reserve Health | $ - | $ - | $ - |
| 051 | KPERS | $ - | $ - | $ - |
| 024 | Food Service | $ 1,587.65 | $ - | $ - |
| | Total | $ 4,133,737.65 | $ 8,922,040.00 | $ - |
| | **GRAND TOTAL** | | | $ 13,055,777.65 |

# BLUE VALLEY SCHOOLS

## Curriculum Drafts Spring 2026

The following courses' curricular documents have been written or revised this year by teams of teachers. We are seeking approval from the Board of Education so that they may be implemented beginning in the fall of 2026.

*NOTE: Click on the heading for quick access to that section.*


### Career-Technical Education

- AP Business & Personal Finance
- Human Development
- Introduction to Teaching
- Marketing Management
- Marketing: Branding & Selling
- Marketing: Promotion & Advertising
- Marketing: Sports & Entertainment

### English Language Arts

- English Language Arts K
- English Language Arts 1
- English Language Arts 2
- English Language Arts 3
- English Language Arts 4
- English Language Arts 5
- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9
- Honors English Language Arts 9
- English Language Arts 10
- Honors English Language Arts 10

### Mathematics

- Accelerated Math 7
- Algebra I
- Double-Block Algebra I
- Algebra II
- Honors Algebra II
- Geometry
- Honors Geometry

### Performing Arts

- Honors Chamber Singers
- Music Technology
- Speech I

### Science

- Earth Space Science

### Social Studies

- Social Studies 7

### World Language

- French 3 (Unit 2)
- Spanish 3 (Unit 3)

# CAREER & TECHNICAL EDUCATION

## Draft Curriculum Documents

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AP Business & Personal Finance
Human Development
Introduction to Teaching
Marketing Management
Marketing: Branding & Selling
Marketing: Promotion & Advertising
Marketing: Sports & Entertainment

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### Summary Information

Within CTE, marketing courses (Marketing Management, Marketing: Branding & Selling, Marketing: Promotion & Advertising, and Marketing: Sports & Entertainment) were updated to the new KSDE Marketing pathway standards that were approved last year. Curriculum documents for a new course in 2026-27, AP Business & Personal Finance were completed incorporating College Board standards. Curriculum for two additional new course offerings, Human Development and Introduction to Teaching were completed utilizing Kansas standards.

# AP Business & Personal Finance
## Grades 11-12

## Unit 1
## Businesses, Competition, and New Ideas

### Essential Question
How do businesses identify opportunities, create value, and compete successfully in changing markets?

### Unit Summary
Students will learn what businesses are and how they meet customer needs. They will also explore how markets work, businesses compete, and how entrepreneurs develop new ideas. Students will study how outside factors (PESTEL) affect business success, how ethics and values guide decisions, how businesses are organized, and how products move through supply chains. By the end of the unit, students will understand how businesses make decisions to stay competitive, ethical, and successful.

### Guiding Questions

**Content**

- What is a business, and how does it meet customer needs and wants?
- What gives a business a competitive advantage?
- What risks do new products face, and why take them?
- What do different departments do in a business?

**Process**

- How do businesses create value and make a profit?
- How do markets work, and how are prices set?
- How do entrepreneurs come up with and test new ideas?
- How do outside factors (PESTEL) affect businesses and jobs?
- How are businesses organized as they grow?
- How do supply chains work?
- How do businesses use cost, quality, and efficiency to compete?


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**Reflective**

- Why do values, ethics, and vision matter in business?
- Why does having a clear vision or mission matter for a business?
- Why does a customer choose one brand or product over another when there are many options?
- Why is competition in a market important for consumers?
- Why would (or wouldn't) entrepreneurs want to take the risk of starting a business?

## Power Standards

- 1.1.A: Identify ways businesses address customers' problems, needs, and wants.
- 1.2A: Explain how sellers and buyers interact in a market, establishing a market price.
- 1.3A: Describe the PESTEL factors that shape markets.
- 1.4.A: Describe strategies entrepreneurs and businesses use to generate new product ideas.
- 1.5.A: Explain how core values and core competencies shape business and individual decision making.
- 1.6A: Explain how and why businesses encourage ethical behavior.
- 1.7.A: Describe the major types of business organizations and their relative advantages and disadvantages.

## Supporting Standards

- 1.8.A: Describe factors businesses consider when developing a production process.
- 1.1.B: Distinguish between value creation and value capture.
- 1.2.B: Develop or evaluate a business's plan to achieve competitive advantage in a market.
- 1.3.B: Explain how PESTEL factors influence business viability and career opportunities in a market.
- 1.3.C: Apply the PESTEL framework to evaluate the attractiveness and potential risks of a market.
- 1.4.B: Describe the risk involved in bringing a new product to market and the reasons entrepreneurs and existing businesses are willing to incur the risk.


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- 1.4.C: Apply an entrepreneurial design-thinking process to the generation and validation of a new business or product idea.
- 1.5.B: Develop or evaluate a vision statement and/or mission statement based on a business's goals and values.
- 1.5.C: Describe the goals of businesses, social enterprises, and nonprofit organizations.
- 1.6.B: Explain how business leaders respond to ethical dilemmas.
- 1.7.B: Define the roles and responsibilities of sole proprietors and partners.
- 1.7.C: Explain how and why large businesses organize responsibilities into a structure that includes leadership and management of specialized departments as well as outsourcing.
- 1.7.D: Describe the roles, responsibilities, and purposes of specialized department in a business.
- 1.8.B: Develop or describe a supply chain plan for a product.
- 1.8.C: Explain how a business's competitive advantage strategy influences supply chain decisions.


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# AP Business & Personal Finance
## Grades 11-12

## Unit 2
## Marketing

### Essential Question
How do businesses use marketing to understand customers, influence buying behavior, and create value while balancing profitability, ethics, and consumer trust?

### Unit Summary
Students will examine how businesses use marketing to identify customer needs and promote products effectively. Students analyze consumer behavior and learn how personal, social, legal, and technological factors influence purchasing decisions. The unit explores how businesses conduct market research to test ideas, reduce risk, and guide decisions related to product, pricing, distribution, and promotion. Students also consider the benefits and ethical risks of marketing practices, including data privacy and consumer trust.

### Guiding Questions
**Content**
- What is marketing, and what role does it play in helping businesses identify and serve customers?
- What factors influence consumer buying behavior and purchasing patterns?
- What types of data do marketers collect, and what is market research used for in business?
- What are the key elements of the marketing mix (product, price, place, and promotion)?

**Process**
- How do businesses segment markets to identify target customers?
- How do marketers use customer data and research to make informed decisions?
- How do businesses test marketing ideas and reduce risk before launching products?
- How do marketing strategies influence consumer behavior and brand loyalty?


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**Reflective**

- Why is understanding consumer behavior important for business success?
- Why can effective marketing increase customer loyalty and profitability?
- Why must businesses balance marketing effectiveness with ethical responsibility?
- Why should consumers be aware of how marketing influences their decisions?

## Power Standards

- 2.1.A: Explain why and how marketers collect customer data.
- 2.2.A: Explain why and how consumers make buying decisions.
- 2.3.A: Explain why businesses conduct market research.
- 2.4.A: Describe the six stages of product development, and develop an MVP and value proposition.
- 2.5.A: Develop and evaluate a pricing strategy.
- 2.6.A: Describe the types of marketing channels available to businesses.
- 2.7.A: Develop or evaluate a marketing campaign.
- 2.1.B: Use market segmentation to identify target customers and develop a customer profile.

## Supporting Standards

- 2.1.C: Describe the purpose of building customer relationships and develop a plan to build customer relationships.
- 2.1.D: Explain how the collection and use of customer data may make customers vulnerable to privacy infringement, identity theft, and fraud and create risks for businesses.
- 2.2.B: Describe the impact of legal and technological factors on consumer purchasing patterns.
- 2.2.C: Evaluate sales tactics that draw upon Cialdini's principles of influence, and develop a sales tactic.
- 2.3.B: Conduct and interpret secondary-source research to assess a market opportunity.
- 2.3.C: Conduct and interpret primary-source research to test a business hypothesis related to target customers and/or customer preferences.


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- 2.3.D: Develop and interpret data visualizations that reflect market research findings.
- 2.4.B: Develop and evaluate branding for a business or product.
- 2.4.C: Explain how businesses adapt their marketing strategies to address competitive challenges throughout the product life cycle.
- 2.5.B: Evaluate how market conditions affect a business's pricing power.
- 2.5.C: Describe legal constraints that limit pricing power.
- 2.6.B: Select and evaluate potential marketing channels for a product.
- 2.7.B: Explain how digital marketing tools have changed business interactions with customers.


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# AP Business & Personal Finance
## Grades 11-12

## Unit 3
## Personal Saving and Borrowing

### Essential Question
How do individuals and businesses make responsible financial decisions using financial data, and what are the consequences of those decisions?

### Unit Summary
Students will explore how individuals and businesses make financial decisions related to saving, borrowing, planning, and managing money. Students will analyze financial data and statements to evaluate performance, plan for the future, and understand how businesses fund and operate. The unit also emphasizes ethical financial behavior and the impact of financial choices on long-term success and trust.

### Guiding Questions
**Content**

- What factors influence an individual's decision to save or borrow money, and what barriers can affect those choices?
- What types of financial data and statements do individuals and businesses use to track performance and plan for the future?
- What costs and funding sources must businesses consider when starting, operating, and growing a business?
- What incentives or pressures can lead individuals or businesses to act unethically in financial management, and what safeguards promote ethical behavior?

**Process**

- How do individuals evaluate their income, expenses, and goals to create a savings plan or manage debt responsibly?
- How do lenders and investors assess financial information to decide whether to provide credit or capital?


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- How do individuals and businesses use income statements, balance sheets, and cash flow statements to evaluate financial health and performance?
- How do laws, ethical standards, and professional codes influence financial decision-making and reporting practices?

**Reflective**

- Why is it important for individuals and businesses to regularly track, evaluate, and plan using financial data?
- Why do businesses seek external financial capital, and why must consumers carefully consider the long-term impact of borrowing?
- Why do financial pressure and incentives sometimes lead to unethical financial behavior, and why are laws and professional standards necessary?

## Power Standards

- 3.1.A: Describe reasons consumers save, and identify barriers to saving.
- 3.2.A: Describe reasons consumers borrow money and the funding sources available to them.
- 3.3.A: Explain why businesses and consumers track and evaluate financial data.
- 3.5.A: Explain why businesses seek external financial capital.
- 3.6.A: Determine and describe components of a business income statement.
- 3.7.A: Determine and describe components of a business balance sheet.
- 3.8.A: Determine and describe components of a business's cash flow statement.
- 3.9.A: Explain why an individual or a business might be incentivized to engage in unethical financial management and reporting practices.

## Supporting Standards

- 3.4.A: Determine startup costs associated with launching a new business or product.
- 3.1.B: Explain how PESTEL factors can impact the value of savings and incentives to save.
- 3.1.C: Develop and evaluate a savings plan.
- 3.2.B: Explain how a lender evaluates the creditworthiness of a potential borrower.


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- 3.2.C: Recommend a strategy to manage a consumer's existing debt and/or use of credit.
- 3.3.B: Describe the roles of the accounting and finance departments in the preparation, reporting, and use of financial information.
- 3.4.B: Describe expenses associated with operating a business.
- 3.5.B: Determine potential sources of financial capital for a business.
- 3.5.C: Describe potential benefits and risks to lenders and investors who provide financial capital to businesses.
- 3.5.D: Develop and evaluate a pitch to prospective lenders or investors.
- 3.6.B: Evaluate the financial performance of a business using income statement information.
- 3.6.C: Explain why and how businesses and consumers predict and plan for future income and expenses.
- 3.6.D: Develop an income statement or projected income statement for a business.
- 3.7.B: Interpret the information in a business's balance sheet.
- 3.7.C: Describe the purpose of determining personal net worth.
- 3.8.B: Explain how a business's stakeholders use cash flow statement information.
- 3.9.B: Explain how laws and professional codes of conduct encourage ethical behavior by accounting and financial managers.


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# AP Business & Personal Finance
## Grades 11-12

## Unit 4
## Management and Strategy

### Essential Question
How do effective managers use strategy, leadership, and data to guide organizations toward achieving their goals?

### Unit Summary
Students will explore the role of management in planning, organizing, leading, and controlling business operations. Students examine how businesses develop strategies, set performance goals, and use key performance indicators (KPIs) to evaluate success. Students will apply strategic frameworks, including Porter's Five Forces and SWOT analysis, to assess competitive environments and organizational capabilities. Emphasis is placed on leadership, communication, and decision-making processes that support effective management in complex business environments.

### Guiding Questions
**Content**
- What are the primary functions of management within an organization?
- What strategies do businesses use to achieve and sustain competitive advantage?
- What types of financial and nonfinancial KPIs do businesses use to measure performance?
- What competitive forces influence strategic decision-making in a market?

**Process**
- How can strategic frameworks be applied to evaluate business competitiveness and market position?
- How are KPIs and benchmarks interpreted to assess organizational performance and progress toward goals?
- How do managers use structured decision-making processes to evaluate business scenarios?


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- How can a SWOT analysis be used to assess internal strengths/weaknesses and external opportunities/threats?

**Reflective**

- Why does effective leadership matter for organizational culture, employee performance, and outcomes?
- Why is strategic thinking critical in uncertain, competitive, and rapidly changing markets?
- Why do management decisions play a key role in creating long-term value for stakeholders?

## Power Standards

- 4.1.A: Describe the function of management.
- 4.2.A: Describe key performance indicators (KPI's) used to evaluate business performance.
- 4.3.A: Explain how and why businesses develop and use strategy to achieve goals.
- 4.4.A: Describe Michael Porter's Five Forces strategic framework.
- 4.1.B: Identify and demonstrate effective leadership and business communication skills.
- 4.1.D: Explain how businesses compensate, motivate, and seek to retain high-quality employees.

## Supporting Standards

- 4.1.C: Explain why businesses need to hire and develop employees with a variety of core competencies.
- 4.2.B: Develop or interpret financial and nonfinancial KPIs to monitor a business's financial health and progress toward goals.
- 4.2.C: Explain how businesses use benchmarks.
- 4.3.B: Apply a deliberative process to make a business decision.
- 4.4.B: Apply Porter's Five Forces to evaluate the competitiveness of a market.
- 4.4.C: Describe SWOT analysis factors used to evaluate business viability.
- 4.4.D: Apply SWOT analysis to assess a business's internal capabilities and external opportunities and threats.


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# AP Business & Personal Finance
## Grades 11-12

## Unit 5
## Personal Goals, Budgeting, and Investing

### Essential Question
How do taxes, insurance, and financial planning help individuals manage risk and achieve long-term goals such as education, housing, and retirement?

### Unit Summary
Students will analyze how individuals manage money through taxes, insurance, and financial planning. Students review pay stubs, explore insurable risks, and learn how insurance protects against financial loss. They also develop saving and investment plans to support long-term goals such as education, housing, and retirement.

### Guiding Questions
**Content**

- What types of taxes do individuals pay, and what factors determine how much federal income tax they owe?
- What financial risks do individuals and households face, and what types of insurance are used to protect against them?
- What factors influence how people save, invest, and grow their financial assets over time?
- What financial planning strategies help individuals achieve goals related to education, housing, and retirement?

**Process**

- How do individuals analyze a pay stub to determine earnings, deductions, and take-home pay?
- How can individuals assess financial risk and choose appropriate insurance coverage based on their needs and risk tolerance?


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- How do different factors, such as time horizon and risk, impact saving and investment decisions?
- How can financial planning strategies be used to achieve postsecondary education, housing, and retirement goals?

**Reflective**

- Why is it important for individuals to understand taxes and how they impact income and financial decisions?
- Why do individuals choose different types and levels of insurance coverage based on risk and personal circumstances?
- Why is long-term financial planning essential for achieving goals like education, housing, and retirement?

## Power Standards

- 5.1.A: Identify types of taxes paid by individuals.
- 5.2.A: Identify types of insurable risks individuals face.
- 5.3.A: Explain how financial planning supports an individual's ability to achieve goals related to postsecondary education, housing, and retirement.
- 5.1.C: Determine and describe components of an individual's pay stub.

## Supporting Standards

- 5.1.B: Explain why individuals and households pay different amounts of federal income tax in the U.S.
- 5.2.B: Describe types of insurance individuals use to protect themselves from financial loss.
- 5.2.C: Recommend appropriate insurance coverage based on an individual's or household's risk tolerance and needs.
- 5.3.B: Describe factors that impact an individual's or household's return on financial assets.
- 5.3.C: Recommend a saving and investment plan based on the postsecondary education, housing, and retirement goals, time horizon, and risk tolerance of an individual or household.


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# Human Development
## Grades 9-12

## Unit 1
## Principles of Human Growth & Development

### Essential Question
What are the areas of development and how do they impact human growth?

### Unit Summary
Students will analyze principles of human development and conditions that influence human growth and development across the lifespan.

### Guiding Questions
**Content**
- What are physical, intellectual/cognitive, emotional, and social theories?(PIES)
- What is nature(heredity) versus nurture(environment)?
- What is the impact of social, economic, and technological influences on human development?

**Process**
- How do life events influence the areas of development?
- How do the effects of gender, ethnicity and culture meet the needs of individuals and families?
- How does emerging research connect to developmental theories?

**Reflective**
- Why should you consider global influences on development?
- Why should life events be considered in relation to individual and family development?

### Power Standards
- 1.1: Compare and contrast physical, emotional, social, and intellectual developmental theories (e.g. Levinson, Piaget, Vaillant, Neugarten, Erikson, Freud, Gardner, Pavlov etc).
- 1.2: Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.


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## Supporting Standards

- 1.3: Analyze current and emerging research about human growth and development (including but not limited to brain development).
- 2.1: Compare and contrast the effect of heredity and environment on human growth and development through the lifespan.
- 2.2: Evaluate the impact of social, economic, and technological forces on individual growth and development through the years.
- 2.3: Analyze the effects of gender, ethnicity and culture on meeting the needs of individuals in families, communities and at the workplace.
- 2.4: Analyze the influences of life events on an individuals' physical, intellectual/cognitive, emotional, social, and moral development.
- 2.5: Analyze geographic, political, and global influences on human growth and development across the lifespan.


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# Human Development
## Grades 9-12

## Unit 2
## Childhood Development

### Essential Question
What are the developmental milestones for school-age children? (Ages 5-11)

### Unit Summary
Students will analyze the determinants involved in meeting the needs of children.

### Guiding Questions
**Content**
- What are the milestones of aging for children ages five through 11?
- What are age-appropriate activities, toys, and resources for children?
- What are the roles of parents and childcare providers?

**Process**
- How do parents and caregivers impact growth?
- How does technology influence care and development?
- How do life events and environmental conditions affect development?

**Reflective**
- Why should you consider holistic development of children?
- Why is appropriate care outside of the home crucial to childhood aging?

### Power Standards
- 1.4: Examine the milestones of aging (i.e. Peaking and declining PIES (physical, intellectual, emotional & social abilities).
- 4.1: Identify and analyze the physical, emotional, social, and intellectual needs of children and effective strategies for meeting them, including age-appropriate activities, toys, and resources.
- 4.6: Analyze developmental milestones in relation to parental and caregiver expectations, and evaluate how communication supports these milestones.


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## Supporting Standards

- 1.5: Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties.
- 1.6: Analyze the effects of change and transitions over the life course.
- 2.4: Analyze the influences of life events on an individuals' physical, intellectual/cognitive, emotional, social, and moral development.
- 3.1: Evaluate the role of nurturance on life span development.
- 3.2: Analyze the role of communication on life span development through the aging process.
- 4.2: Evaluate the impact of unmet needs on a child's overall development and well-being, including the role of nurturing relationships and positive reinforcement.
- 4.3: Identify safety, health, and wellness considerations and their significance in promoting holistic child development, including those with special needs.
- 4.4: Examine the roles of parents and childcare providers in fostering growth, highlighting their shared and district responsibilities.
- 4.5: Assess the effects of life events and environmental conditions on child-caregiver relationships and strategies for fostering resilience and stability.
- 4.8: Assess appropriate childcare options and external resources that ensure quality care and development outside of the home.
- 6.4: Determine how science and technological advances are influencing individuals across the lifespan.
- 6.6: Examine the legal and licensing aspects in meeting the needs of those in need of care (e.g. children, elderly, special needs populations, the homeless)


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# Human Development
## Grades 9-12

## Unit 3
## Adolescence Development

### Essential Question
What are the developmental milestones for adolescents?

### Unit Summary
Students will analyze the determinants involved in meeting the needs of adolescents.

### Guiding Questions
**Content**
- What are the developmental milestones of aging for adolescents?
- What are the appropriate expectations for adolescent development?
- What is the role of communication in aging adolescents?

**Process**
- How do life events influence brain development through adolescence?
- How are safety, health, and wellness relevant to adolescent milestones?
- How do science and technological advances influence adolescence?

**Reflective**
- Why should you analyze the effects of change and transitions for an adolescent?
- Why are nurturing relationships and positive reinforcement impactful to overall adolescent development and well-being?

### Power Standards
- 1.4: Examine the milestones of aging (i.e. Peaking and declining PIES (physical, intellectual, emotional & social abilities).
- 1.5: Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties.
- 3.2: Analyze the role of communication on life span development through the aging process.


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## Supporting Standards

- 1.3: Analyze current and emerging research about human growth and development (including but not limited to brain development).
- 1.6: Analyze the effects of change and transitions over the life course.
- 2.4: Analyze the influences of life events on an individuals' physical, intellectual/cognitive, emotional, social, and moral development.
- 4.1: Identify and analyze the physical, emotional, social, and intellectual needs of children and effective strategies for meeting them, including age-appropriate activities, toys, and resources.
- 4.2: Evaluate the impact of unmet needs on a child's overall development and well-being, including the role of nurturing relationships and positive reinforcement.
- 4.3: Identify safety, health, and wellness considerations and their significance in promoting holistic child development, including those with special needs.
- 4.4: Examine the roles of parents and childcare providers in fostering growth, highlighting their shared and district responsibilities.
- 4.5: Assess the effects of life events and environmental conditions on child-caregiver relationships and strategies for fostering resilience and stability.
- 4.6: Analyze developmental milestones in relation to parental and caregiver expectations, and evaluate how communication supports these milestones.
- 6.4: Determine how science and technological advances are influencing individuals across the lifespan.


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# Human Development
## Grades 9-12

## Unit 4
## Adult Development

### Essential Question
What are the needs of adults as they age?

### Unit Summary
Students will analyze the determinants involved in meeting the needs of adults.

### Guiding Questions
**Content**
- What are the milestones of aging throughout adulthood?
- What are mental and physical difficulties adults face?
- What is the family life cycle?

**Process**
- How do family structures and the family life cycle influence aging?
- How are the needs of aging met in adulthood?
- How do you build and maintain interpersonal relationships in adulthood?

**Reflective**
- Why should you analyze the effects of change and transitions in adulthood?
- Why is building and maintaining interpersonal relationships in adulthood critical to development?

### Power Standards
- 1.4: Examine the milestones of aging (i.e. Peaking and declining PIES (physical, intellectual, emotional & social abilities).
- 1.6: Analyze the effects of change and transitions over the life course.
- 5.3: Analyze processes for building and maintaining interpersonal relationships across the lifespan.

### Supporting Standards
- 1.5: Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties.


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- 2.4: Analyze the influences of life events on an individuals' physical, intellectual/cognitive, emotional, social, and moral development.
- 3.2: Analyze the role of communication on life span development through the aging process.
- 4.7: Evaluate the role of family structures, healthy parental relationships, and social service support systems in addressing the holistic needs of children.
- 5.1: Identify the physical, intellectual, emotional, and social needs of the elderly and how to meet them.
- 5.2: Investigate the impact if PIES (Physical, Intellectual, Emotional, Social) needs are unmet in the senior citizens and special needs communities.
- 5.4: Determine the role of family vs role of the adult care provider in meeting the needs of the elderly or special needs adults.
- 5.5: Compare and contrast housing options to meet needs (e.g. dorm, multi-family homes, single family homes, age-in place, nursing home.
- 6.4: Determine how science and technological advances are influencing individuals across the lifespan.


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# Human Development
## Grades 9-12

## Unit 5
## Late Adulthood (Elderly)

### Essential Question
What changes occur in development as adults transition into late adulthood?

### Unit Summary
Students will analyze the determinants involved in meeting the needs of late adulthood and the elderly.

### Guiding Questions
**Content**
- What are influences on elderly development?
- What do late adults and the elderly need to consider as they age?
- What is the role of an adult care provider?

**Process**
- How does development decline over the course of the lifespan?
- How does science and technology influence aging?
- How are relationships maintained in late adulthood?

**Reflective**
- Why is comparing and contrasting housing options important?
- Why should there be legal requirements when meeting the needs of the elderly?

### Power Standards
- 2.4: Analyze the influences of life events on an individuals' physical, intellectual/cognitive, emotional, social, and moral development.
- 5.1: Identify the physical, intellectual, emotional, and social needs of the elderly and how to meet them.
- 5.4: Determine the role of family vs role of the adult care provider in meeting the needs of the elderly or special needs adults.


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## Supporting Standards

- 1.4: Examine the milestones of aging (i.e. Peaking and declining PIES (physical, intellectual, emotional & social abilities).
- 1.5: Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties.
- 1.6: Analyze the effects of change and transitions over the life course.
- 3.2: Analyze the role of communication on life span development through the aging process.
- 5.2: Investigate the impact if PIES (Physical, Intellectual, Emotional, Social) needs are unmet in the senior citizens and special needs communities.
- 5.3: Analyze processes for building and maintaining interpersonal relationships across the lifespan.
- 5.5: Compare and contrast housing options to meet needs (e.g. dorm, multi-family homes, single family homes, age-in place, nursing home.
- 6.4: Determine how science and technological advances are influencing individuals across the lifespan.
- 6.6: Examine the legal and licensing aspects in meeting the needs of those in need of care (e.g. children, elderly, special needs populations, the homeless)


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# Human Development
## Grades 9-12

## Unit 6
## Careers in Human Development

### Essential Question
What are the community and global impacts of careers in human services?

### Unit Summary
Students will explore human services careers and enhance career readiness skills.

### Guiding Questions
**Content**
- What are the different pathways within human services?
- What are 21st century process skills?
- What are various training, certifications, and professional organizations required for human services careers?

**Process**
- How are inter-generational connections useful for human services careers?
- How do 21st century skills strengthen career readiness for human services?
- How do you use technology to advocate for quality care?

**Reflective**
- Why is it important to have individuals in people-centered careers?
- Why are inter-generational connections necessary for lifespan development?

### Power Standards
- 6.8: Summarize education, training, certifications and responsibilities of individuals engaged in human services careers (e.g. Social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors, elderly care/health care providers).
- 6.5: Recognize that human service providers have an impact on the national economy and global community.


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- 6.3: Enhance development of 21st century process skills (e.g. critical thinking , creativity, goal setting, problem solving, decision making, leadership, management, cooperation).

### Supporting Standards

- 3.3: Analyze the social support services available to meet human needs.
- 6.1: Demonstrate collaborative skills with an emphasis on inter-generational connections.
- 6.2: Implement effective communication skills with an emphasis on inter-generational connections.
- 6.4: Determine how science and technological advances are influencing individuals across the lifespan.
- 6.7: Use technology to advocate for the quality care of people.
- 6.9: Identify benefits of professional organizations to the human services related profession (e.g. AAFCS, NAEYC, AGS, AAPD, NTACT, NFPA).


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# Introduction to Teaching
## Grades 10-12

## Unit 1
## Career Paths in Education & Related Services

### Essential Question
What career paths are available in teaching and other education-related services?

### Unit Summary
Students will become familiar with the career paths within education and related careers. Students will develop a career portfolio to showcase skills and knowledge for future employment.

### Guiding Questions
**Content**
- What are employment opportunities in education and related careers?
- What are the benefits and challenges of working in education and related careers?
- What is a career portfolio?
- What are the skills, degrees, and certifications required?

**Process**
- How do you develop a career plan?
- How do you achieve work-life balance?
- How do you determine what impacts your employment opportunities?

**Reflective**
- Why should you evaluate different career pathways?
- Why is it important to understand the trends that impact employment opportunities?
- Why is a career portfolio beneficial to professional goals?


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## Power Standards

- 1.1: Determine opportunities for employment within education, including but not limited to supportive, classified, and certified staff, entrepreneurial endeavors and emerging careers.
- 1.3: Create a portfolio showcasing skills and knowledge to gain employment in an entry level education position. (e.g. competitive event opportunity for FCCLA and Educators Rising)

## Supporting Standards

- 1.2: Summarize the skills and types of degrees or certifications needed for a variety of careers in education.
- 1.5: Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.
- 1.6: Predict potential impact of career path decisions on balancing work and family responsibilities.
- 1.7: Practice solving real-world problems related to career/life goal setting and life balance (e.g., meal planning, family budgeting, daily work juggling).
- 1.8: Identify local, regional, and national employment trends that impact career selection.
- 5.4: Analyze the effect of social, economic, and technological change on work and family dynamics (e.g., dual career families, work at home trends, job splits, and gender roles).


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# Introduction to Teaching
## Grades 10-12

## Unit 2
## Learners & Learning

### Essential Question
How do we understand the learner to create the best learning environment?

### Unit Summary
Students will examine developmentally appropriate practices for educational settings.

### Guiding Questions
**Content**
- What behavioral development theories and practices are important to understand?
- What strategies help to create an inclusive classroom environment?
- What developmental, social, emotional, financial, and environmental factors have the most impact in the classroom?

**Process**
- How do you create a cohesive classroom culture?
- How do you consider the community and school environment when designing curriculum?

**Reflective**
- Why does understanding the learner(s) create a better classroom environment?

### Power Standards
- 2.3: Determine developmental, social, emotional, financial and environmental factors that directly or indirectly impact the classroom.


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## Supporting Standards

- 2.2: Explore intellectual and behavioral development theories and practices in relation to a classroom setting.
- 2.4: Determine what assessment tools and methods are appropriate for specific age groups and developmental stages.
- 2.5: Explain how the inclusive culture of a classroom impacts the educational environment and methods to improve classroom culture.
- 3.6: Demonstrate a variety of teaching methods to meet the needs of all learners.


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# Introduction to Teaching
## Grades 10-12

## Unit 3
## Instructional Practice

### Essential Question
How do we use a variety of instructional models to create a quality lesson?

### Unit Summary
Students will explore curriculum and instruction models to meet a variety of needs.

### Guiding Questions
**Content**
- What are curriculum and instructional models?
- What are the educational technologies available to teachers and students?
- What are formative and summative assessments?
- What is the difference between student-centered and teacher-centered instruction?
- What are the components of a lesson plan?

**Process**
- How do various curriculum and instructional models serve different learners?
- How do you utilize educational technology within the classroom?
- How are formative and summative assessments used in the classroom?

**Reflective**
- Why are both formative and summative assessments necessary for evaluating learning?
- Why are specific components included in lesson plans, and why are they important to creating a quality lesson?
- Why is differentiation crucial to instructional methods and planning?

### Power Standards
- 3.1: Identify a variety of curriculum and instructional models.
- 3.3: Identify the parts and structure of a quality lesson.


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- 3.4: Demonstrate the ability to differentiate instruction to meet the needs of all students.

## Supporting Standards

- 2.4: Determine what assessment tools and methods are appropriate for specific age groups and developmental stages.
- 3.2: Demonstrate the ability to access and read the national and state standards for a variety of content areas and ages.
- 3.5: Showcase the ability to utilize a variety of educational technology to create and deliver instructional materials.
- 3.6: Demonstrate a variety of teaching methods to meet the needs of all learners.
- 3.7: Explain the relationship of knowledge within a content area to other content areas.
- 3.8: Connect content to relevant life experiences and career opportunities.
- 3.9: Identify the role and function of assessment in education.
- 3.10: Compare and contrast formative and summative assessments.
- 3.11: Analyze which types of assessment are age or developmentally appropriate for a variety of students.
- 3.12: Compare and contrast student-centered and teacher-centered instructional approaches.
- 4.1: Discover a variety of classroom arrangements to maximize learning.


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# Introduction to Teaching
## Grades 10-12

## Unit 4
## Professional Responsibility

### Essential Question
How do educators' professional responsibilities, ethics, and decisions impact students, schools, and the broader community?

### Unit Summary
Students will demonstrate skills for building positive relationships with administration, colleagues, students, parents, guardians, and community. Students will demonstrate professional practices and standards.

### Guiding Questions
**Content**
- What are the professional ethical standards for educators?
- What are the major educational philosophies that have impacted education today?
- What are professional written and verbal communication skills?
- What is the purpose of teacher evaluation?

**Process**
- How can administrators utilize teacher evaluation to improve overall teacher and student performance?
- How do you comprehend professional educator materials?
- How do federal, state, and local laws affect schools?

**Reflective**
- Why is acting in an ethical manner both in and out of a school setting important in today's world?
- Why is it important for educational staff to read and comprehend teaching and supplemental contracts, board policies and teacher handbooks?
- Why should educators display professionalism when problem-solving and decision making?


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## Power Standards

- 5.3: Demonstrate problem-solving and decision-making skills when working with youth, adults and peers.
- 2.1: Demonstrate professional and appropriate communication skills in a variety of educational settings and modes such as written and verbal.
- 6.6: Summarize educational practices and philosophy through history and how they have shaped current educational practices.

## Supporting Standards

- 6.1: Develop a personal mission statement that summarizes one's motivation for entering the education profession based on one's personal experiences, values and goals.
- 6.2: Analyze professional ethics standards.
- 6.3: Identify ways educators can influence policy change at local, state and federal levels.
- 6.4: Understand the methods of teacher evaluation and assessment.
- 6.5: Demonstrate the ability to read and comprehend teaching and supplemental contracts, board policies and teacher handbooks.
- 6.7: Compare personal traits with those of effective teachers.
- 1.4: Explain the role of student and professional organizations in the continuation of teaching knowledge both generally and content specific. (e.g. CTSO's, legislative organizations, professional organizations, unions, etc.)
- 4.2: Summarize the roles of federal, state and local laws and how they apply to educational settings (IDEA, FERPA, ADA, Mandated Reporting)
- 4.3: Utilize de-escalation techniques in a variety of situations.
- 4.4: Demonstrate security and emergency protocol for a variety of situations. (Fire, tornado, crisis, classroom disruption, etc)
- 5.1: Investigate developmentally appropriate guidelines for behavior for a variety of students.
- 5.2: Demonstrate the ability to give and respond appropriately to constructive criticism.
- 5.5: Demonstrate the ability to share responsibility for collaborative work and respects the thoughts, opinions and contributions of other team members.


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# Marketing Management
## Grades 10-12

## Unit #1
## School-Based Enterprise Orientation

### Essential Question
What makes a business successful?

### Unit Summary
Students will learn how to manage the day-to-day activities of a business, investigate the traits of an effective team, and discuss the professional and ethical standards in running a business.

### Guiding Questions
**Content**
- What are the day-to-day tasks of each line?
- What are the work shift expectations for each employee?
- What is the required paperwork needed to complete tasks?
- What technology is necessary to run a small business? (POS, Website, Social Media, Spreadsheets, etc.)

**Process**
- How is training conducted and how should effectiveness be monitored?
- How can a personality assessment lead to stronger staff and customer relationships?
- How should students be evaluated in the school-based enterprise?

**Reflective**
- Why is it critical to follow policies and procedures for business success?
- Why is it necessary to follow-up with employees where there is a gap between training and performance?


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## Power Standards

- 6.1: Lead and manage cross-functional teams to execute marketing initiatives.
- 6.2: Develop an operational plan for marketing activities and initiatives.
- 6.3: Ensure ethical and legal compliance in all marketing activities and decisions.

## Supporting Standards

- 1.1: Analyze market trends, competition, and consumer needs to identify opportunities for growth.
- 1.2: Assess and anticipate market changes to adjust business strategies accordingly.
- 1.3: Determine market share, brand position, and profitability to guide decision-making.
- 1.4: Conduct brand audits and customer satisfaction studies to measure brand effectiveness.
- 1.5: Develop and implement strategic marketing plans based on market insights.


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# Marketing Management
## Grades 10-12

## Unit #2
## Market Segmentation and Pricing

### Essential Question
Who is the customer and what are they willing to spend?

### Unit Summary
Students will identify the various customer segments within a school environment, determine appropriate pricing strategies based on cost, break-even, and necessary profit margins, and understand how pricing affects overall business profits.

### Guiding Questions
**Content**
- What are the different customer segments within reach?
- What are the pricing strategies utilized by the business?
- What documentation can be used to determine pricing? (Invoice, Sales Reports, Break-Even Spreadsheets, ADR)

**Process**
- How can employees monitor profit margins and adjust as needed?
- How do different segments vary in their wants and needs?
- How does setting a price positively or negatively impact overall profit?

**Reflective**
- Why is understanding the customer critical to running a successful business?
- Why does pricing affect every department (line) within a business?


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## Power Standards

- 2.1: Evaluate product-line profitability and cost-effectiveness of marketing expenditures.
- 2.2: Determine and adjust pricing strategies to maximize profitability and market competitiveness.
- 2.3: Conduct break-even analysis and establish pricing objectives
- 2.4: Monitor and manage marketing budgets, adjusting in response to market opportunities

## Supporting Standards

- 1.1: Analyze market trends, competition, and consumer needs to identify opportunities for growth.
- 1.2: Assess and anticipate market changes to adjust business strategies accordingly.
- 1.3: Determine market share, brand position, and profitability to guide decision-making.
- 1.4: Conduct brand audits and customer satisfaction studies to measure brand effectiveness.
- 1.5: Develop and implement strategic marketing plans based on market insights.


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# Marketing Management
## Grades 10-12

## Unit #3
## Strategic Planning

### Essential Question
How does a business plan for success?

### Unit Summary
Students will develop a comprehensive promotional plan, conduct market research, and design and implement strategic marketing initiatives.

### Guiding Questions
**Content**
- What are the key components of a successful promotional mix?
- What colors and schemes add value to brands and marketing strategies?
- What type of information can be obtained through market research?

**Process**
- How is market research utilized to develop a successful strategy?
- How is brand identity established?
- How do businesses evaluate the success of a promotion or advertisement?

**Reflective**
- Why is it important to track current marketing trends and anticipate new market opportunities?
- Why does strategic planning add value to your business?

### Power Standards
- 5.1: Develop and implement integrated marketing communication strategies to achieve business objectives.
- 5.2: Develop promotional materials, including graphics, logos, and branded assets.
- 5.3: Use design and visual communication principles to effectively


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collaborate with creative teams.

- 5.4: Craft personalized communication strategies to understand and meet client needs.

### Supporting Standards

- 1.1: Analyze market trends, competition, and consumer needs to identify opportunities for growth.
- 1.2: Assess and anticipate market changes to adjust business strategies accordingly.
- 1.3: Determine market share, brand position, and profitability to guide decision-making.
- 1.4: Conduct brand audits and customer satisfaction studies to measure brand effectiveness.
- 1.5: Develop and implement strategic marketing plans based on market insights.


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# Marketing Management
## Grades 10-12

## Unit #4
## Product/Service Management

### Essential Question
How do ideas become products/services?

### Unit Summary
Students will evaluate products/services, implement product development strategies, and develop a successful product mix.

### Guiding Questions
**Content**
- What products or services are demanded by the target market?
- What is the vendor selection process?
- What information do we need to stay ahead of market trends?

**Process**
- How does a business' product mix impact business growth?
- How does the business get products to the end user?
- How can a business analyze customers' wants and needs based on purchase data?
- How does a business predict market trends?

**Reflective**
- Why is a product or service successful?
- Why is it important to consistently improve products?

### Power Standards
- 4.1: Develop and execute product/brand lifecycle strategies, including new product launches.
- 4.2: Evaluate and adjust product mix based on market performance.
- 4.3: Identify distribution channels and supply chain strategies to maximize


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market reach.

- 4.4: Monitor market innovation and consumer behavior to guide product development.

### Supporting Standards

- 1.1: Analyze market trends, competition, and consumer needs to identify opportunities for growth.
- 1.2: Assess and anticipate market changes to adjust business strategies accordingly.
- 1.3: Determine market share, brand position, and profitability to guide decision-making.
- 1.4: Conduct brand audits and customer satisfaction studies to measure brand effectiveness.
- 1.5: Develop and implement strategic marketing plans based on market insights.
- 3.1: Monitor and manage marketing budgets, adjusting in response to market opportunities.
- 3.2: Identify emerging digital tools and platforms to optimize marketing efforts.
- 3.3: Assess security, ethical, and legal considerations in marketing technology and data management.
- 3.4: Leverage analytics and visualization tools to track performance and inform decision-making.


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# Marketing Management
## Grades 10-12

## Unit #5
## Career Exploration and CTSO Involvement In Marketing Management

### Essential Question
Where do you see yourself in ten years and how can career exploration and CTSO involvement help you to succeed?

### Unit Summary
Students will identify the various careers available in a business career, develop employability skills, and explore the benefits of membership, leadership, and competition in a school CTSO:  BPA, DECA, or FBLA.

### Guiding Questions
**Content**
- What post-secondary business career opportunities exist?
- What are the benefits of joining a CTSO?
- What college/training would best prepare students for the future?

**Process**
- How can opportunities in marketing and business be identified?
- How can a professional project be taken into competition?

**Reflective**
- What area of business are students interested in?
- How can a real business experience prepare students for other careers?

### Power Standards
- 7.1:  Explore career opportunities in marketing management.
- 7.2:  Demonstrate leadership, ethical behavior, and professionalism in marketing roles.
- 7.3:  Engage with professional organizations and industry networks for career growth.


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## Supporting Standards

- 1.1: Analyze market trends, competition, and consumer needs to identify opportunities for growth.
- 1.2: Assess and anticipate market changes to adjust business strategies accordingly.
- 1.3: Determine market share, brand position, and profitability to guide decision-making.
- 1.4: Conduct brand audits and customer satisfaction studies to measure brand effectiveness.
- 1.5: Develop and implement strategic marketing plans based on market insights.


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# Marketing: Branding & Selling
## Grades 9-12

## Unit 1
## General Marketing

### Essential Question
What is marketing?

### Unit Summary
Students will understand the foundational knowledge of marketing and be able to evaluate how marketing adds value to a business and to the consumer.

### Guiding Questions
**Content**
- What is the concept of marketing and how does it relate to business?
- What is the marketing mix, the functions of marketing, and marketing utilities.
- What are the basic elements of a target market?

**Process**
- How does marketing integrate within all functions of an organization?
- How do the components of the marketing mix work together?
- How does a company determine their target market?

**Reflective**
- Why does marketing add value to a company?

### Power Standards
- 1.1: Recognize the scope and role of marketing in enhancing the welfare of consumers, organizations, and society.
- 1.2: Explain marketing and its importance in a global economy.
- 1.3: Describe marketing functions and related activities.
- 1.4: Identify the marketing mix elements (product, price, place, and promotion - also known as the 4Ps of the marketing mix).


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## Supporting Standards

- 1.5: Explain how to identify target markets.
- 1.6: Explain the concepts of market, market segmentation and market identification.
- 1.7: Explain the concept of marketing strategies.
- 1.8: Describe the components of a situation analysis.
- 1.9: Identify sources of competitive advantage.
- 1.10: Analyze the components of the consumer decision-making process.
- 1.11: Identify the types of consumer buying decisions and discuss the significance of consumer involvement.
- 1.12: Identify and understand the cultural, social, individual, and psychological factors affecting consumer buying decisions.
- 1.13: Explain the use of technology in marketing.
- 1.14: Describe the role of ethics in marketing.
- 1.15: Identify the 4 major categories of business market customers: Governments, Institutions, Resellers, and Producers.


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# Marketing: Branding & Selling
## Grades 9-12

## Unit 2
## Branding

### Essential Question
What factors influence customer buying decisions?

### Unit Summary
Students will determine the characteristics of effective branding, identify why and how companies protect their brands, and start investigating their own personal brand.

### Guiding Questions
**Content**
- What makes a brand name?
- What are the characteristics of a brand's image and brand promise?
- What branding strategies are commonly used in businesses?

**Process**
- How does branding impact decisions (consumer or company)?
- How does intellectual property protect a brand?

**Reflective**
- Why are some brands more effective than others?
- Why is your online presence a key component of your personal brand?

### Power Standards
- 1.5: Explain how to identify target markets.
- 1.6: Explain the concepts of market, market segmentation and market identification.
- 1.7: Explain the concept of marketing strategies.
- 1.8: Describe the components of a situation analysis.
- 1.9: Identify sources of competitive advantage.


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## Supporting Standards

- 1.10: Analyze the components of the consumer decision-making process.
- 1.11: Identify the types of consumer buying decisions and discuss the significance of consumer involvement.
- 1.12: Identify and understand the cultural, social, individual, and psychological factors affecting consumer buying decisions.
- 1.13: Explain the use of technology in marketing.
- 1.14: Describe the role of ethics in marketing.
- 1.15: Identify the 4 major categories of business market customers: Governments, Institutions, Resellers, and Producers.


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# Marketing: Branding & Selling
## Grades 9-12

## Unit 3
## Professional Selling

### Essential Question
How do you develop and deliver a successful sales pitch?

### Unit Summary
Students will identify the steps of the selling process, learn how to tailor a sales presentation to a specific audience, and develop and deliver a professional sales presentation.

### Guiding Questions
**Content**
- What are the steps of the selling process?
- What is a feature/benefit chart?
- What are the attributes/traits of a successful salesperson?

**Process**
- How is a sales pitch tailored to customer needs and wants?
- How are features and benefits used to sell a product/service?
- How does a salesperson utilize product/service knowledge to overcome objections?

**Reflective**
- Why is knowing your customer imperative?
- Why are some sales professionals more successful than others?

### Power Standards
- 7.1: Explain the nature and scope of the selling function and process.
- 7.2: Explain the role of customer service as a component of selling relationships.
- 7.5: Analyze product information to identify product features and benefits for use in selling.
- 7.6: Discuss and research online marketing platforms that fit the needs of brand and product (i,e,, selling only on website, navigating sales widgets, selling on Etsy/Amazon/eBay/etc.)
- 7.7: Demonstrate the steps of the personal selling process.


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## Supporting Standards

- 7.3: Explain key factors in building a clientele.
- 7.4: Explain company selling policies.


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# Marketing: Branding & Selling
## Grades 9-12

## Unit 4
## Product/Service Management

### Essential Question
How does marketing research influence new ideas and change?

### Unit Summary
Students will identify the stages of the product life cycle, recognize the need for market research, and utilize marketing data to develop new products/services or enhance existing ones.

### Guiding Questions
**Content**
- What are the stages of the product life cycle?
- What are the different stages of market research?
- What is involved in developing/managing a new/existing product/service?

**Process**
- How does a product's location in the life cycle impact the management of the product/service?
- How do you determine which type of market research should be conducted?
- How can marketing data drive product/service management decisions?

**Reflective**
- Why do companies need to continually monitor their product/service life cycle?
- Why do companies invest in market research?

### Power Standards
- 5.1: Explain the nature and scope of the product/service management function.
- 5,2: Identify the impact of product life cycles on marketing decisions.
- 5.3: Identify consumer protection provisions of appropriate agencies.
- 5.4: Explain the concept of product mix.


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- 5.5: Describe factors used by marketers to position products/services (grades, standards, warranties, etc.)
- 5.6: Explain the nature of product/service branding.

## Supporting Standards

- 4.1: Explain the nature and scope of the pricing function.
- 4.2: Explain legal considerations for pricing.
- 4.3: Explain factors affecting pricing decisions.
- 4.4: Describe the role of supply & demand in pricing decisions.
- 4.5: Calculate break-even point.


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# Marketing: Branding & Selling
## Grades 9-12

## Unit #5
## Career Exploration and CTSO Involvement In Marketing

### Essential Question
Where do you see yourself in ten years and how can career exploration and CTSO involvement help you to succeed?

### Unit Summary
Students will identify the various careers available in a business career, develop employability skills, and explore the benefits of membership, leadership, and competition in a school CTSO:  BPA, DECA, or FBLA.

### Guiding Questions
**Content**
- What post-secondary business career opportunities exist?
- What are the benefits of joining a CTSO?
- What college/training would best prepare students for the future?

**Process**
- How can opportunities in marketing and business be identified?
- How can a professional project be taken into competition?

**Reflective**
- What area of business are students interested in?
- How can a real business experience prepare students for other careers?

### Power Standards
- 10.1:  Explore career opportunities in marketing.
- 10.2:  Identify the services of professional organizations in marketing.
- 10.3:  Explore the online presence and personal brand of oneself (i.e. the student).
- 10.4:  Explore job and career options in relation to developing the student's IPS,


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personal interest, financial goals, and desired lifestyle.

### Supporting Standards

- 10.5: Explore the Workforce and Labor market information to determine needs when developing WBL experience with a career plan.
- 10.6: Identify the purpose and goals of a Career and Technology Student Organization [CTSO]


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# Marketing: Promotion & Advertising
## Grades 9-12

## Unit 1
## Introduction to Marketing

### Essential Question
What is marketing and how does using it effectively increase business productivity and profitability?

### Unit Summary
Students will understand the foundational knowledge of marketing and be able to evaluate how marketing adds value to businesses and consumers.

### Guiding Questions
**Content**
- What is the concept of marketing and how does it relate to business?
- What is the marketing mix?

**Process**
- How does marketing integrate within all functions of an organization?
- How do the components of the marketing mix work together?

**Reflective**
- Why does marketing add value?

### Power Standards
- 1.1: Recognize the scope and role of marketing in enhancing the welfare of consumers, organizations, and society.
- 1.2: Explain marketing and its importance in a global economy.
- 1.3: Describe marketing functions and related activities.
- 1.4: Identify the marketing mix elements (product, price, place, and promotion - also known as the 4Ps of the marketing mix).

### Supporting Standards
- 1.5: Explain how to identify target markets.


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- 1.6:  Explain the concepts of market, market segmentation and market identification.
- 1.7:  Explain the concept of marketing strategies.
- 1.8:  Describe the components of a situation analysis.
- 1.9:  Identify sources of competitive advantage.
- 1.10:  Analyze the components of the consumer decision-making process.
- 1.11:  Identify the types of consumer buying decisions and discuss the significance of consumer involvement.
- 1.12:  Identify and understand the cultural, social, individual, and psychological factors affecting consumer buying decisions.
- 1.13:  Explain the use of technology in marketing.
- 1.14:  Describe the role of ethics in marketing.
- 1.15:  Identify the 4 major categories of business market customers: Governments, Institutions, Resellers, and Producers.


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# Marketing: Promotion & Advertising
## Grades 9-12

## Unit 2
## Market Segmentation

### Essential Question
How does the business find the right customers?

### Unit Summary
Students will differentiate between mass market and market segmentation, analyze and compare the various market segments, use market segmentation to determine a target market, and conduct a SWOT analysis for use in the marketing planning process.

### Guiding Questions
**Content**
- What is a target market?
- How do businesses target customers?
- What is market segmentation and the various market segments?
- What is a SWOT analysis?

**Process**
- How does a business determine the appropriate target market?
- How is market segmentation used to position a product to consumers?
- How does a company analyze its current business position?
- How does a company use the information gathered from a SWOT analysis?

**Reflective**
- Why is a target market important?
- What happens if a business targets the wrong market?
- How does conducting a SWOT analysis impact business decisions?

### Power Standards
- 8.1: Explain the strategic marketing planning process.


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## Supporting Standards

- 9.1: Explain the terminology and tools of marketing analytics.
- 9.2: Identify metrics for tracking digital and traditional marketing efforts.
- 9.3: Understand the importance of using data when making decisions in marketing.


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# Marketing: Promotion & Advertising
## Grades 9-12

## Unit 3
## Integrated Marketing Plan

### Essential Question
How do businesses stay competitive?

### Unit Summary
Students will identify the components of an integrated marketing campaign, conduct marketing information research, and develop the initial steps of a marketing campaign for a company.

### Guiding Questions
**Content**
- What is an integrated marketing plan?
- What information is needed to develop a marketing plan?
- What is channel management?
- What is the function of marketing information management?

**Process**
- How is marketing information monitored and utilized to make decisions?
- How are marketing campaigns developed both internally and externally?
- How do ethics impact data gathering?

**Reflective**
- Why is research an important element of a marketing plan/campaign
- How can a company benefit from developing a marketing plan/campaign?
- Why is understanding the difference between legal and ethical so important?

### Power Standards
- 2.1: Explain the nature and scope of channel management.
- 2.2: Explain the relationship between customer service and channel management.
- 2.3: Explain legal considerations in channel management.


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## Supporting Standards

- 3.1: Explain the nature and scope of the marketing information management function.
- 3.2: Explain the nature of marketing research.
- 3.3: Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- 3.4: Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners).
- 3.5: Explain techniques for transforming marketing research data into useful


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# Marketing: Promotion & Advertising
## Grades 9-12

## Unit 4
## Elements of Promotion

### Essential Question
Why do we buy what we buy?

### Unit Summary
Students will identify the elements of promotion, discuss the communication channels used by companies to promote and advertise, develop a promotional schedule for an existing business, and develop high-quality promotional materials to support marketing campaigns.

### Guiding Questions
**Content**
- What is the concept of marketing and how does it relate to business?
- What is the marketing mix?

**Process**
- How does marketing integrate within all functions of an organization?
- How do the components of the marketing mix work together?

**Reflective**
- Why does marketing add value?

### Power Standards
- 6.1: Explain the role of promotion as a marketing function.
- 6.2: Identify the elements of the promotional mix (e.g. advertising, personal selling, sales promotion, public relations, word of mouth, direct, influencer marketing).

### Supporting Standards
- 6.3: Explain types of advertising media.


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- 6.4:  Demonstrate the use of technology tools for creating marketing content, including video editing software, photo editing software, and graphic design software.


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# Marketing: Promotion & Advertising
## Grades 9-12

## Unit #5
## Career Exploration and CTSO Involvement In Marketing

### Essential Question
Where do you see yourself in ten years and how can career exploration and CTSO involvement help you to succeed?

### Unit Summary
Students will identify the various careers available in a business career, develop employability skills, and explore the benefits of membership, leadership, and competition in a school CTSO:  BPA, DECA, or FBLA.

### Guiding Questions
**Content**
- What post-secondary business career opportunities exist?
- What are the benefits of joining a CTSO?
- What college/training would best prepare students for the future?

**Process**
- How can opportunities in marketing and business be identified?
- How can a professional project be taken into competition?

**Reflective**
- What area of business are students interested in?
- How can a real business experience prepare students for other careers?

### Power Standards
- 10.1:  Explore career opportunities in marketing.
- 10.2:  Identify the services of professional organizations in marketing.
- 10.3:  Explore the online presence and personal brand of oneself (i.e. the student).
- 10.4:  Explore job and career options in relation to developing the student's IPS,


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personal interest, financial goals, and desired lifestyle.

### Supporting Standards

- 10.5: Explore the Workforce and Labor market information to determine needs when developing WBL experience with a career plan.
- 10.6: Identify the purpose and goals of a Career and Technology Student Organization [CTSO]


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# Marketing: Sports and Entertainment
## Grades 9-12

## Unit #1
## Introduction to Marketing

### Essential Question
How does marketing change our entertainment?

### Unit Summary
Students will understand the fundamental knowledge of marketing through the scope of sports and entertainment, and how the sports and entertainment industries are affected by marketing and effect marketing.

### Guiding Questions
**Content**
- What are the elements of target marketing?
- What are classifications of sporting events and entertainment events?
- What are careers or opportunities in sports and entertainment?

**Process**
- How does marketing influence the profitability in sports and entertainment marketing?
- How do you market an event?

**Reflective**
- Why is marketing important to the sports and entertainment industries?

### Power Standards
- 1.1: Discuss the impact of marketing on profitability in sports and entertainment marketing.
- 1.2: Understand core concepts of marketing (e.g. channel management, marketing-information management, market planning, pricing, branding and product/service management, promotion, selling).
- 1.3: Understand the various components of an event (e.g. event triangle - event, sponsor, fan) and their inter-relatedness.


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## Supporting Standards

- 7.1: Recognize some of the social and ethical implications of advertising.
- 7.2: Define state and federal laws governing advertising practices.
- 7.3: Model integrity, ethical leadership and effective management.


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# Marketing: Sports and Entertainment
## Grades 9-12

## Unit #2
## Branding and Endorsement

### Essential Question
How do brands influence consumer psychology?

### Unit Summary
Students will understand celebrity endorsement and brands and establish a relationship between a brand and the public.

### Guiding Questions
**Content**
- What are the elements of a brand?
- What is an endorsement?
- What are the considerations for a successful endorsement?

**Process**
- How can the behavior of an athlete/celebrity impact a brand?
- How does public perception affect an endorsement/brand relationship?
- How does a business evaluate the effectiveness of a brand/endorsement?
- How do endorsements affect a company's brand?

**Reflective**
- Why do businesses use celebrities/athletes for endorsements?
- Why do celebrities impact consumers' buying decisions?
- Why does an entertainer's ethical behavior impact their promotional value?
- Why do companies need to understand state and federal law when considering an endorsement decision?

### Power Standards
- 8.1: Explore the following terms related to brand: brand, brand name, brand mark/logo, generic brand, brand recognition, brand preference, private/store brand, licensing, consumer psychology.
- 8.2: List the characteristics of a good band image.


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- 8.3: Explain how branding helps consumers and marketers differentiate products.
- 8.4: Explain the difference between brand name and trade name.

## Supporting Standards

- 8.5: List the stages of brand loyalty.
- 8.6: Explain the advantages and disadvantages of business and product branding.
- 8.7: Discuss the importance of color, emotion, logo, slogan, music, and lighting in customer psychology.


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# Marketing: Sports and Entertainment
## Grades 9-12

## Unit #3
## Sponsorship

### Essential Question
What's in it for the Sponsor?

### Unit Summary
Students will understand the relationship of the event to fans/sponsors, describe the use of sponsorship as a promotional tool, compare and contrast endorsements/sponsorships, and understand the concept of sponsorship in sports and entertainment.

### Guiding Questions
**Content**
- What is a sponsorship?
- What are the benefits of sponsorship?
- What is the benefit of licensing to a sports team or entertainment organization?

**Process**
- How do sponsorships enhance relationship marketing?
- How does the role of current marketing trends in Sports/Entertainment impact sponsorship?
- How can sponsorships influence fan attendance?
- How do companies use marketing data to recommend a sponsorship strategy?

**Reflective**
- Why do companies enter into sponsorship agreements with sport/event organizations?
- Why does the relationship between fans and the sponsor matter?


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## Power Standards

- 3.1: Identify the benefits for a company involved in a sports/entertainment event or property.
- 3.2: Export sports and entertainment activities a sponsor engages in to market products (e.g. athlete signing events, promotional & merchandising tie-ins, fan gear, venue signs, movie characters, etc.).
- 3.3: Compare and contrast endorsements and sponsorships.
- 3.4: Discuss the relationship between an athlete/entertainer's ethical behavior and promotional value.

## Supporting Standards

- 6.1: Explain methods of advertising sports and entertainment events.
- 6.2: Define the goals of public relations.
- 6.3: Develop a sports/entertainment strategy or plan.
- 6.4: Plan, manage, and monitor day-do-day activities of marketing communications and management operations.
- 9.1: Explain the terminology and tools of marketing analytics.
- 9.2: Identify metrics for tracking digital and traditional marketing efforts.
- 9.3: Understand the importance of using data when making decisions in marketing.


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# Marketing: Sports and Entertainment
## Grades 9-12

## Unit #4
## Sport and Event Management

### Essential Question
How do you manage a sports/entertainment event?

### Unit Summary
Students will understand the core concepts of marketing, apply techniques and strategies to convey ideas through marketing communication operations, develop a sports and entertainment strategy, and plan, manage, and monitor day-to-day activities of marketing communications and management operation.

### Guiding Questions
**Content**
- What are the goals of promotion?
- What are the advantages and limitations of each media type?
- What are the logistics involved in planning an event?

**Process**
- How can a business demonstrate creativity and innovation?
- How do the environmental, social, and economic situations impact business decisions?
- How can a business evaluate the success of an event?
- How are sports and entertainment events promoted?

**Reflective**
- Why does there need to be balance within the event triangle?
- Why is it important for businesses to communicate effectively when managing an event?
- Why does creativity and innovation matter when developing a marketing plan for an event?


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## Power Standards

- 2.1: Discuss challenges of marketing special and entertainment events (i.e. Olympics and awards shows).
- 2.2: Examine the relationship of the event to fans and sponsors.
- 2.3: Explore the importance of event marketing and its relationship with event logistics (e.g. ticketing, gate receipt, venue, concessions, merchandising, seating, staffing, etc.).
- 2.4: Discuss the impact of event marketing and ways of evaluating an event (e.g. attendance, gate, fan-fun experiences, ticket sales, fan reactions, consumer evaluations, return on investment, venue capacity or perceived crowding, etc.).
- 4.1: Discuss the impact of fan behavior on public relations.
- 4.2: Examine the relationship of fans to the event and sponsors.
- 4.3: Discuss how the sports and entertainment industry builds customer profiles.

## Supporting Standards

- 5.1: Explore ways movies are marketed/promoted.
- 5.2: Explore different ways fine arts (ballet, museums, theatre, traveling exhibits, guest artists/conductors, etc.) are marketed/promoted.
- 5.3: Discuss how sources of at-home entertainment (e.g. Cable, Netflix, Sling TV, Hulu TV, On-demand, pay-perview, etc.) influence the distribution of entertainment.
- 5.4: Explain how revenue is generated in the arts (movies, music, plays, fine arts) and the various factors that affect revenue generation.


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# Marketing: Sports and Entertainment
## Grades 9-12

## Unit #5
## Career Exploration and CTSO Involvement In Sports and Entertainment Marketing

### Essential Question
Where do you see yourself in ten years and how can career exploration and CTSO involvement help you to succeed?

### Unit Summary
Students will identify the various careers available in a business/marketing career, develop employability skills, and explore the benefits of membership, leadership, and competition in a school CTSO:  BPA, DECA, or FBLA.

### Guiding Questions
**Content**
- What post-secondary business career opportunities exist?
- What are the benefits of joining a CTSO?
- What college/training would best prepare students for the future?

**Process**
- How can opportunities in marketing and business be identified?
- How can a professional project be taken into competition?

**Reflective**
- What area of business are students interested in?
- How can a real business experience prepare students for other careers?

### Power Standards
- 10.1:  Explore career opportunities in advertising and promotion.
- 10.2:  Illustrate the services of professional organizations in advertising.
- 10.4:  Explore job and career options in relation to developing the student's IPS, personal interest, financial goals, and desired lifestyle.
- 10.5:  Explore the workforce and labor market information to determine needs


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when developing WBL experience with a career plan.

## Supporting Standards

- 10.3: Explore the online presence and personal brand of oneself (i.e. the student)
- 10.6: Identify the purpose and goals of a Career and Technology Student Organization [CTSO].


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# ENGLISH LANGUAGE ARTS

Draft Curriculum Documents

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English Language Arts K
English Language Arts 1
English Language Arts 2
English Language Arts 3
English Language Arts 4
English Language Arts 5
English Language Arts 6
English Language Arts 7
English Language Arts 8
English Language Arts 9
Honors English Language Arts 9
English Language Arts 10
Honors English Language Arts 10

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**Summary Information**

The middle school ELA curriculum documents incorporate our current state standards and align closely with our recently adopted 6-8 resource. These documents are skill focused, placing an emphasis on reading, both fiction and nonfiction, and writing. Structured Literacy is embedded in these documents through the sequential placement of standards from least to most complex.

The 9-10 ELA and Honors ELA 9 & 10 curriculum documents were revised to include our current state standards. Reading, both fiction and nonfiction, and writing are prioritized in these skill-focused documents. Standards were intentionally placed in units to progress from least to most complex skills, embedding structured literacy into the documents.

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 1
## Star Light, Star Bright: Nursery Rhymes and Fables

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can I retell a story to show what happened first, next, and last?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to and talk about classic nursery rhymes and fables. As they listen to these stories, students will learn new words, talk with classmates, and retell the rhymes by remembering what happened first, next, and last. They will also compare characters and think about what makes each story special. Students will practice writing letters and use drawing and writing to share what they learned. They will work in groups to talk about the stories and build their speaking and listening skills.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Pick a nursery rhyme or fable. What are the main events that happened? Tell a partner and/or draw the main events. RL.K.2**
- **What are the main events that happened? Tell a partner and/or draw the main events. RL.K.2**
- **What happened in the nursery rhyme or fable, and how can you show it with a picture and labels that include three important parts of the story? RL.K.2**
- What kind of text is (title of nursery rhyme/fable)? RL.K.5
- Is Jack and Jill a nursery rhyme or a fable? RL.K.5
- What can you say about this picture/rhyme/fable using a full sentence? W.K.10
- **How did you listen and share your ideas when talking with your friends or teacher today? SL.K.1**

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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, retell familiar stories, including key events. RL.K.2
- Correctly form upper and lowercase letters with line awareness. (95%). W.K.10a
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Follow words from left to right, top to bottom and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Count, produce, blend, and segment syllables in spoken words. RF.K.2.c
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- With prompting and support, identify characters, settings and major events in a story. RL.K.3

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- Ask and answer questions about unknown words in a text. RL.K.4
- Recognize common types of texts (e.g., storybooks, poems). RL.K.5
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RL.K.11
- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.K.10
- Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). W.K.10d
- Produce and expand complete sentences in shared language activities. W.K.10e
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a
- Extend a conversation through multiple exchanges. SL.K.1b
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Demonstrate command of the conventions of standards English grammar and usage when speaking. SL.K.7
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7c
- Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7d
- Produce and expand complete sentences in shared language activities. SL.K.7e

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# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 2
## See, Hear, Smell, Taste, Touch: The Five Senses

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do our five senses help us learn about the world?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore the world around them by learning about the five senses—sight, hearing, smell, taste, and touch. They will discover how their bodies help them to gather information and how they can use words to describe what they see, hear, and feel. As students ask and answer questions about what they learn, they will build important reading and listening skills. They will describe key ideas from informational texts and share opinions through drawings and writings based on read-alouds.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What challenges did the characters have, and how did they learn about the world in a different way? RI.K.1 Suggest: Ray Charles and/or Helen Keller**
- **What is one important thing the author wants us to know? RI.K.1**
- **How can a key word or picture help you understand the topic you learned about? RI.K.1**
- What did you say or draw to share your opinion and why you liked it? W.K.1
- **What question did you ask today to help you learn or understand something better? SL.K.3**
- **What did you do when something was confusing or you didn't understand? SL.K.3**
- What can you tell me about someone or something you know well? What details help me picture it? SL.K.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- Correctly form upper and lowercase letters with line awareness. (95%). W.K.10a
- Ask and answer questions to seek help, get information or clarify what is not understood. SL.K.3

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Follow words from left to right, top to bottom and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Count, produce, blend, and segment syllables in spoken words. RF.K.2.c
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, retell familiar stories, including key events. RI.K.2
- With prompting and support, identify characters, settings and major events in

a story. RI.K.3
- Ask and answer questions about unknown words in a text. RI.K.4
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RI.K.11
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12c
- Listen to high quality drama, prose, and poetry to expand language comprehension. RI.K.13
- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). W.K.1
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Use frequently occurring nouns and verbs in writing. W.K.10b
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6
- Use frequently occurring nouns and verbs in speech. SL.K.7a

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 3
## Underdogs and Heroes: Stories

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can stories help us learn about characters, places, and what happens?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to classic and multicultural stories to learn about different places and traditions. As students listen and talk about these stories, they will learn to name the characters, describe the setting, and retell the important events. They will practice putting story events in the correct order and compare characters from different stories. Students will also draw, tell, and write about what happened in the stories and how the characters felt.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Who are the main characters in the story? (RL.K.3)**
- **Where and when does the story happen (the setting)? (RL.K.3)**
- **What major events happen first, next, and last? (RL.K.3, RL.K.5)**
- What does the word ___ mean? RL.K.4 Use words from vocabulary slides
- **What happened first, next, and last in the story? Write and draw to show the order of events. W.K.3**
- What question(s) can you ask if you don't understand something? SL.K.3
- What else happened in the story? SL.K.1b

### Power Standards
*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, identify characters, settings and major events in a story. RL.K.3

- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Blend and segment onsets and rimes (word families) of single-syllable spoken words. RF.K.2.d
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- Ask and answer questions about unknown words in a text. RL.K.4
- Recognize common types of texts (e.g., storybooks, poems). RL.K.5
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9

- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11a
- Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word. RL.K.11b
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). W.K.10c
- Produce and expand complete sentences in shared language activities. W.K.10e
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a
- Extend a conversation through multiple exchanges. SL.K.1b
- Ask and answer questions to seek help, get information or clarify what is not understood.
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7c
- Produce and expand complete sentences in shared language activities. SL.K.7e

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 4
## See How They Grow:  Plants

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can I use writing and drawing to teach others what I've learned about plants?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to stories and informational texts to learn how to find the main topic and important details. With help from their teacher, they will practice retelling what they've learned using pictures and words. Students will also draw, talk, and write to share information about what they are learning.  They will learn about plants, share facts they've discovered, and begin to organize their ideas through drawing and writing.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What was the story mostly about, and what were the important things you learned? RI.K.2**
- **What details from the story helped you understand the main idea? RI.K.2**
- Who wrote the words and who drew the pictures in the book? How did they help you understand the story? RI.K.6
- How are these two stories about the same topic alike? How are they different? RI.K.9
- **What did you teach about in your writing, and what facts did you share? W.K.2**
- How did you describe what you saw or what happened in the story?  SL.K.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, retell familiar stories, including key events. RL.K.2
- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2

- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). RI.K.9
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RI.K.11.a
- With guidance and support from adults, explore word relationships and nuances in word meanings. RI.K.12
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 5
## Moo, Cluck, Oink: Farms

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can I ask questions and share my opinion about what I read?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about the animals and crops found on farms. They will ask and answer questions to help them understand key ideas about how plants grow and how animals are raised. They will explore what living things need to grow and why farms are important for providing food and other useful products. Students will also share their thoughts by drawing, talking, and writing about what they learn. They will practice giving their opinion about which farm animal they would most like to have, and explain why. As they speak and write, students will learn how to share ideas clearly so others can understand them.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What are some things that both plants and animals need to grow? RI.K.1**
- **How do farms help people? What do we get from farms? RI.K.1**
- **What happened first, next, and last in The Little Red Hen? RL.K.1**
- What does the word ___ mean? RI.K.4 Use words from vocabulary slides
- **Which farm animal do you like the most? Why? W.K.1**
- **What is your favorite part of the story? Draw and tell about why. W.K.1**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader that topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.K.1
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RL.K.12.a
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Ask and answer questions about unknown words in a text. RI.K.4
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RI.K.11.a
- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). W.K.1
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 6
## Deep Roots: Introduction to Native American Cultures

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can I share what I learned about Native American tribes through my pictures and writing?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about different Native American tribes, each with their own special ways of eating, dressing, and living. They will explore how where people live can change the way they live. They will read and listen to stories to ask and answer questions about important details. Students will also use pictures, words, and drawings to write and share information about the tribes, describing what makes each one unique.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What did you learn about the character's daily life? RL.K.1**
- How did the places where the tribes lived help decide what they ate, wore, and how they built their homes? RI.K.1
- How are the tribes we learned about the same or different? RI.K.9
- How are these two words alike or different? Example: “home” and “house” or “fast” and “quick” RI.K.12
- What are other words for_____? for example eat could be snack, feast, nibble, gobble RL.K.12a
- **How can you show what you learned about one tribe using pictures, words, or both? W.K.2**
- How can you tell about where one of the tribes lived and what made their homes, food, or clothes special? SL.K.7

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11.a
- Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13

- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Ask and answer questions about unknown words in a text. RI.K.4
- With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). RI.K.9
- With guidance and support from adults, explore word relationships and nuances in word meanings. RI.K.12
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RI.K.12.a
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RI.K.12.b
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12.c
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. RI.K.12.d
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1

- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Ask and answer questions to seek help, get information or clarify what is not understood. SL.K.3
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Demonstrate command of the conventions of standard English grammar and usage when speaking. SL.K.7
- Use frequently occurring nouns and verbs in speech. SL.K.7a
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). SL.K.7.b
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7.c

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 7
## All Around the World: Geography

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do new words help us learn about places?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will begin to learn about geography by exploring the world beyond their own neighborhood. Through read-alouds and classroom conversations, students will ask and answer questions about places and the people who live there. They will use maps and globes to explore where places are, how far away they are, and what makes each place special. Students will learn new geography words and talk with classmates to grow their understanding. At the end of the unit, students will create a postcard showing one place they "visited".

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- What do you still wonder or want to know about this topic? RI.K.1
- What is the story mainly about? Give details to support your thinking. RI.K.2
- **How are these two things connected in the story? RI.K.3**
- What does this picture show that helps you understand the place we are reading about? RI.K.7
- **What new words did you hear or learn about maps and places, and what do they mean? RI.K.11**
- What can you draw or write to help someone understand where you went and what you saw? W.K.2
- **What did you share or learn when you talked with a partner about where you would like to go? SL.K.1**
- **How did talking with a partner help you understand more about the place we learned about? SL.K.1**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RI.K.1

- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). RI.K.7
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 8
## Royal Tales: Monarchs

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we share our thoughts about what happened in a story using drawing, talking, or writing?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to read-alouds about kings, queens, princes, and princesses from both fiction and nonfiction stories. As they listen, students will talk about the characters, where the stories take place, and what happens in the beginning, middle, and end. They will also learn about how royal families live. During writing time, students will use pictures and words to retell story events in order and share how they feel about what happened. They will also have the chance to compare their own families to royal families and talk about what is the same and what is different.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What happened first, next, and last in one of the stories we read? RL.K.3**
- **Who was your favorite character from the stories we read about kings and queens? Why? RL.K.3**
- How are the princesses in the stories the same or different from each other? RL.K.9
- What do you see in the illustration that matches the words we read? RL.K.7
- **How can you draw or write a story about a king, queen, prince, or princess using beginning, middle, and end? W.K.3**
- How can you use "and" or "because" to tell more about what happened in a story? W.K.5

- What details can you share about the castle (or place) where the royal family lives? SL.K.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- With prompting and support, retell familiar stories, including key events. RL.K.2
- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, describe the relationship between illustrations

and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.7

- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RL.K.12.b
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. RL.K.12.d
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). RI.K.7
- With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7.c
- Produce and expand complete sentences in shared language activities. SL.K.7.e

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 9
## Rain and Rainbows: Seasons and Weather

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we tell what is the same and what is different about the stories we read?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore the weather and the four seasons. They will learn how weather can be different depending on where people live and how weather changes throughout the year. Students will learn how weather affects daily choices, like what to wear or to pack for a trip. As they listen to stories and participate in class activities, students will talk about what they notice and compare the experiences of characters in different seasons. They will use drawing and writing to share their ideas, including making a vacation packing list and keeping a weather diary. Students will also learn how to speak clearly to share their thoughts and opinions.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What is one thing these two stories tell us about the same topic? RL.K.9**
- **How are the pictures in these two books the same? How are they different? RL.K.9**
- How do the words and pictures work together to tell us about the story? RI.K.6
- What reasons does the author give to help us understand the story? RI.K.8
- **What is your favorite part of the story? Draw or write why you like it. W.K.1**
- **How do you change your voice when you feel happy, sad, or excited while telling a story? SL.K.6**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader that topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.K.1
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- With prompting and support, retell familiar stories, including key events. RI.K.2
- With prompting and support, identify characters, settings and major events in a story. RI.K.3
- Identify the front cover, back cover and title page of a book. RI.K.5
- Name the author and illustrator of a text and define the role of each in

presenting the ideas or information in a text. RI.K.6

- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12.c
- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). W.K.1
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6
- Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7.d

# ENGLISH LANGUAGE ARTS
## Kindergarten

## Unit 10
## Shaped By Nature: Art and the World Around Us

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we show what we learned about art through pictures and writing?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about artists from different times, places, and cultures. They will explore many kinds of art, such as pottery from the Caddo Nation, cave paintings, sculpture, portraiture, and weaving. Students will talk about how artists use their work to understand the world around them, and how children can do the same. They will identify the main topic and retell key details. They will also connect their learning to things they have already studied, like animals, plants, and the Earth. Students will draw, write, and share their own ideas about art. They will ask questions about artists and artwork, gather information, and help create a class book to explain what they have discovered.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What was this book mostly about? RI.K.2**
- **What kinds of art did we learn about? RI.K.2**
- How are cave paintings and weaving the same or different? RI.K.3
- Is this a storybook, a poem, or a book that gives us information? RI.K.5
- **What is something you learned about it that you can share? W.K.2**
- Would you like to type your words, record your voice, or draw a picture to show what you learned for our class book? W.K.6
- What did you and your partner find out about weaving (or cave paintings, pottery, etc.)? W.K.7
- What did you notice when we looked at the picture of the sculpture? W.K.8

- **How can you make your sentence look right with a capital letter, a period, and your best spelling? W.K.11**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). RI.K.7
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). RI.K.9

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11a
- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RI.K.12.a
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
- Capitalize the first word in a sentence and the pronoun I. W.K.11.a
- Recognize and name end punctuation. W.K.11.b
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 1
## The Moral of the Story: Fables and Tales

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can asking questions help us better understand a folktale or fable?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to classic stories called fables and folktales. These stories help students learn important lessons and enjoy the fun of fiction. Students will grow their vocabulary by learning new words and phrases that show feelings. They will also practice asking and answering questions about key details in the stories they hear. Through writing, students will engage in a narrative retelling of a familiar tale through shared class writing, one-sentence story retellings, and sentence generation based on images from the read-alouds.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- Who are the main characters and how can you describe them using details from the story? RL.1.3
- **Which words helped you imagine what the character was seeing, hearing, or feeling during the story? RL.1.4**
- How are the characters (or lessons) in two stories alike or different? RL.1.9
- Why is it important to listen carefully during a class discussion? SL.1.1
- **How did listening to the story help you understand the message? Which details helped you most? What questions do you have about the characters or the lesson in the story? SL.1.2**
- How can you share an idea about the story using a complete sentence? SL.1.6

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10 (95% Group)
- Ask and answer questions about key details in a text read aloud, information presented orally or through media. SL.1.2

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page). RF.1.1.b
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.c
- Demonstrate understanding of phonemes (sounds), syllables, and spoken words. RF.1.2
- Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position. RF.1.2.b
- Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words. RF.1.2.c
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.1.3
- Decode regularly spelled one-syllable words. RF.1.3.b
- Recognize and read grade-appropriate words, including compound words. RF.1.3.g
- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read text with purpose and understanding. RF.1.4.a
- Read text orally with accuracy, prosody, and appropriate rate. RF.1.4.b
- Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading. RF.1.4.c
- Ask and answer questions about key details in a text. RL.1.1

- Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea). RL.1.2
- Describe character, settings and major events in a story, using key details. RL.1.3
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Use illustrations and details in a story to describe its characters, setting or events. RL.1.7
- Compare and contrast the adventures and experiences of characters in stories. RL.1.9
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. RL.1.12
- Identify real-life connections between words and their uses. RL.1.12.c
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.1.5
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10
- Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing. W.1.10.f
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension. SL.1.1
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1a
- Ask and answer questions about key details in a text read aloud, information presented orally or through media. SL.1.2
- Produce complete sentences with appropriate volume, enunciation and rate. SL.1.6
- Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read-alouds to signal simple relationships. SL.1.8

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 2
## From Nose to Toes: How Your Body Works

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can gathering information from different sources help you better understand a topic and make informed choices?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about their body systems and the important organs that help their bodies work. They will listen to stories that explain how to keep their bodies healthy by following the five keys to good health. Throughout the unit, students will ask and answer questions about the details they hear in the read-alouds to better understand how their bodies work. They will take notes about the five body systems and use what they learn to write about how the body stays healthy.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Which key details best explain the topic? RI.1.1**
- **What can you do if something in the text is confusing or unclear? RI.1.1**
- **How does asking and answering questions while listening to informational text help you understand the topic? RI.1.1**
- How can you make your writing better by adding key details? W.1.5
- **How can we use books and resources to help us write about a topic? W.1.7**
- What details did you hear that helped you understand the topic? SL.1.2

### Power Standards
*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.1.1** Ask and answer questions about key details in a text.

- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.1.b** Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).
- **RF.1.1.c** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.c** Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
- **RF.1.2.d** Orally segment single-syllable words into their complete sequence of individual phonemes.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.3.j** Recognize diphthongs in single-syllable words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI 1.1** Ask and answer questions about key details in a text.
- **RI 1.2** Identify the main topic and retell key details of a text.
- **RI 1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- **RI 1.11.b** Use affixes to determine the meaning of a word or phrase.
- **RI 1.12.c** Identify real-life connections between words and their uses.
- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 3
## Common Threads: Different Lands, Similar Stories

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can knowing who is in the story, where it happens, and big events help you retell the story?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to fairy tales and folktales from many different lands and countries. These stories will help students build a strong foundation to understand and enjoy similar tales from around the world. As they listen, students will learn new words. They will focus on important story parts like characters, settings, major events, and problems in the stories. Students will practice retelling the stories they hear, using key details to describe people, places, and events clearly. They will also work on putting story events in order and comparing how stories are alike or different. Throughout the unit, students will write their own stories by drafting, revising, editing, and publishing narratives.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Where does the story take place? Which details helped you know? RL.1.3**
- **What happened at the beginning, middle, and end of the story? RL.1.3**
- How can a story map help you retell a familiar story? W.1.3
- How can you explain what happened first, next, and last in your story? W.1.3
- **How can you use key details to clearly explain what happened in the story? SL.1.4**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.2.c** Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
- **RF.1.2.d** Orally segment single-syllable words into their complete sequence of individual phonemes.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RL. 1.2** Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).

- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.1.11.b** Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
- **RL.1.12.c** Identify real-life connections between words and their uses.
- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
- **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 4
## Reach for the Stars:  Astronomy

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can identifying the main idea and details about space help us better understand it?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn all about the Earth and how it fits into space. They will read and talk about the sun, moon, stars, and planets, and learn how they are connected. They will also explore NASA and the exciting story of how astronauts traveled to the moon.  As they read, students will practice finding the main topic and retell key details to show what they've learned. They will take notes with friends and use what they learn to help them become strong writers.  At the end of the unit, students will write their own opinion piece. They will rename a constellation, state their opinion, and give reasons to support their thinking.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- Was the book we read a story or an information book? How do you know? RL.1.5
- **What are three important things you remember about the sun, the moon, or the planets? RI.1.2**
- What facts or examples did the author use to help explain what planets are like? RI.1.8
- How were the two books we read about space the same? RI.1.9
- **If you could rename a constellation, what would you call it and why? W.1.1.**
- How did your picture of what causes day and night help you understand this? W.1.8

- What did your partner say about space and what idea can you add about space? SL.1.1

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.2.c** Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
- **RF.1.2.d** Orally segment single-syllable words into their complete sequence of individual phonemes.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.a** Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.b** Use affixes to determine the meaning of a word or phrase.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.b** Define words by category and by one or more key attributes.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.

- **SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 5
## Charting the World: Geography

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can the pictures and details in a story help you better understand what you are learning?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about maps, globes, and atlases. They will explore how these tools help us understand where places are and what they are like. Students will learn how to use important map features like cardinal directions (north, south, east, west), map keys, and legends to read and understand maps better. Students will listen to read-alouds and look closely at pictures and details in books to help them understand the big ideas. They will ask and answer questions about what they see and hear, helping them think more deeply about different places and their features. They'll also learn and use new geography words and practice talking with friends in class discussions. At the end of the unit, students will create a map of a favorite place in their neighborhood. They will design, label, and share their map with the class.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How are maps and globes the same? How are they different? RI.1.3
- How do map keys and cardinal directions work together to help us understand a map? RI.1.3
- **What important details did you notice in the pictures or illustrations that help you understand what a map or globe shows? RI.1.7**
- How can making your own map help you learn more about your neighborhood? W.1.1

- **When looking at an image, how does writing about who or what you see and describing what is happening make your writing better? W.1.2**
- **What kind of place are you drawing and writing about—rural, suburban, or urban—and what facts can you tell about it? W.1.2**
- **How did the images help you describe urban, rural and suburban communities in the US? SL.1.2**
- **How are urban, rural and suburban communities the same? How are they different? SL.1.2**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.a** Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.

- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.a** Use sentence-level context (definition and synonym) to determine the meaning of a word.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.3** Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 6
## A World of Homes:  Animals and Habitats

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can you use facts to explain what makes a habitat unique?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore different habitats, such as deserts, oceans, forests, and rainforests. They will learn what makes each habitat special and how plants and animals survive in their environments by using their unique features. Students will also learn new science words to describe animals, plants, and habitats. They will use these words to describe what they learn, helping them express their ideas more clearly.  As they study each habitat, students will add entries to their Habitat Journal using details about animals, plants, weather, and land. They will also make a mini poster to compare and contrast two types of forests—a rainforest and a deciduous forest—using descriptive words and facts.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What is the big idea (main topic) we are learning about in this text?  RI.1.2**
- **What makes a rainforest and a deciduous forest the same or different? RI.1.2**
- What clues in the sentence help you figure out what this word means? RI.1.4
- How are two habitats similar to one another? How are they different? (Choose from tundra, savanna, desert, forest, rainforest). RI.1.9
- **Is your sentence a complete sentence?  W.1.10**
- **How do grammar rules help people understand what we write? W.1.10**
- Did you use a capital letter at the beginning, a period at the end and put spaces between your words?  W.1.11

- What details can you add so your classmates can picture it in their minds? SL.1.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.10** Demonstrate command of the conventions of standard English grammar and usage when writing.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.c** Know final -e and common vowel team patterns for representing long vowel sounds.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.a** Use sentence-level context (definition and synonym) to determine the meaning of a word.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.b** Define words by category and by one or more key attributes.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud,

information presented orally or through media.

- **SL.1.3** Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.
- **SL.1.8** Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read alouds to signal simple relationships.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 7
## A New Nation:  American Independence

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
Why is it important to ask questions and learn details when we read stories about history?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about important people and events that helped the thirteen colonies become the United States of America. They will be introduced to such key moments as the Boston Tea Party and the signing of the Declaration of Independence.  Through listening and reading, students will ask and answer questions about the key details of important events in American history. They will learn about the order in which these events happened and how different people helped to create the United States.  Students will practice writing complete sentences with correct grammar as they plan and write their own informational paragraphs.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- What happened at the beginning, middle, and end of the story?  RL.1.2
- **What questions do you have about the text we just read? RI.1.1**
- **What contributions did George Washington make?  RI.1.1** (could also use for Benjamin Franklin, Thomas Jefferson)
- What does the picture show that the words didn't tell us? RI.1.6
- **How are the words "tiny" and "huge" different? Can you use both in a sentence? RI.1.12** (use any words from story)
- **What's the difference between "run" and "jog"? Can you show or describe what each looks like? RI.1.12.** (use any words from story)

- What questions can you ask if you don't understand something someone said? SL.1.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.c** Know final -e and common vowel team patterns for representing long vowel sounds.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.e** Use vowel patterns to decode two-syllable words by breaking the words into syllables.
- **RF.1.3.f** Read words with inflectional endings (e.g., makes, walked, ended, played, going).
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.

- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.6** Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.a** Use sentence-level context (definition and synonym) to determine the meaning of a word.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **RI.1.13** With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.1.10.e** Use verbs to convey a sense of past, present and future when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.c** Ask questions to clear up any confusion about the topics and texts

under discussion.

- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.
- **SL.1.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 8
## Once Upon a Time:  Fairy Tales

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can learning about fairy tales help us become better readers of stories?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will listen to fairy tales and learn what makes these stories special. They will hear about characters who show bravery and heroism.  Through daily read-alouds, students will practice identifying the parts of a fairy tale, like special characters, and the way the story usually ends happily. Students will also learn how to write their own fairy tales by creating an instructional manual. They will identify and explain the important parts of fairy tales, practicing how to write clear and simple instructions for others.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What happened at the beginning, middle, and end of the story? RL.1.2**
- What words in the story show how a character is feeling? RL.1.4
- How are these two characters alike? How are they different? RL.1.9
- **How can you use the new word you learned in your own sentence? RL.1.11**
- **What is a fairy tale? What special things make it different from other stories? W.1.2**
- **How will you end your writing to show your reader that you've finished explaining fairy tales? W.1.2**
- How did the illustration help you understand the fairy tale? SL.1.5

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.1.2** Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
- **RL.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.

- **RL.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RL.1.12.c** Identify real-life connections between words and their uses.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
- **SL.1.7.f** Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 9
## Early Americas:  Maya, Aztec, and Inca

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How does writing our opinion help us tell what we learned about the Maya, Aztec, and Inca?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn about the Maya, Aztec, and Inca—three ancient peoples that lived a long time ago. They will explore the cities these people built, how they farmed, and how they worked together in groups with leaders and rules.  Students will listen to stories and look at pictures to learn important facts about how each group lived. They will also learn how archaeologists help us to understand these ancient places today.  As they learn, students will take notes and talk about what they discover. Then, they will write about which civilization they liked best and give reasons to explain their opinion. They will finish their writing by sharing why they found that civilization to be the most interesting.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- Who is telling the story? Is it a character or a narrator? RL.1.6
- Find a picture that shows something important about the Maya, Aztec, or Inca. What do you see? RL.1.7. SL1.7
- **What are two or three important facts about the Maya, Aztec, or Inca? RI.1.2**
- **Which civilization do you think was the most interesting? Why? W.1.1**
- Was there something you didn't understand? How can you ask about it? SL.1.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.c** Know final -e and common vowel team patterns for representing long vowel sounds.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.f** Read words with inflectional endings (e.g., makes, walked, ended, played, going).
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.3.i** Reads vowel-r combinations in single-syllable words (e.g., ar, er, ir or ur).
- **RF.1.3.j** Recognize diphthongs in single-syllable words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **RL.1.6** Identify who is telling the story at various points in a text.

- **RL.1.7** Use illustrations and details in a story to describe its characters, setting or events.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.b** Define words by category and by one or more key attributes.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **RI.1.13** With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10** Demonstrate command of the conventions of standard English

grammar and usage when writing.

- **W.1.10.d** Use personal, possessive and indefinite pronouns (e.g., I, me, my).
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.1.7.d** Use verbs to convey a sense of past, present and future when speaking.

# ENGLISH LANGUAGE ARTS
## 1st Grade

## Unit 10
## Adventure Stories:  Tales from the Edge

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we ask questions, find facts, and write about amazing adventures?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will go on exciting learning adventures around the world through stories and books. They will learn about real-life explorers who used science, teamwork, and new inventions to explore places like the deep ocean and outer space. As they listen to Read-Alouds and look at pictures, students will work to figure out the meaning of new words and grow their vocabulary. They will also talk with classmates and share details about the people and places they learn about. Students will become researchers, too. They will practice the steps of research—asking questions, finding facts, and writing about what they learn. At the end of the unit, each student will write about an adventure topic of their choice.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- What happened at the beginning, middle, and end of the story? RL.1.1
- **What new word did you hear in the story today? What do you think it means? RL.1.11**
- **What questions do you have about the adventure topic we're learning about? W.1.7**
- **Where can we find answers to our questions? (books, videos, pictures) W.1.7**
- What are three facts you learned about your adventure topic? W.1.8
- What did you learn from the read-aloud that helps you understand the topic better? W.1.8
- **Can you describe the explorer or place we read about today using three details? SL.1.4**

- **How did the people in the story work together or solve a problem? Tell me using specific details. SL.1.4**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension. RL.1.11
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7
- Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly. SL.1.4

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.1.3
- Decode regularly spelled one-syllable words. RF.1.3.b
- Know final -e and common vowel team patterns for representing long vowel sounds. RF.1.3.c
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.d
- Use vowel patterns to decode two-syllable words by breaking the words into syllables. RF.1.3.e
- Recognize and read grade-appropriate words, including compound words. RF.1.3.g
- Recognize diphthongs in single-syllable words. RF.1.3.j
- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read text with purpose and understanding. RF.1.4.a
- Read text orally with accuracy, prosody, and appropriate rate. RF.1.4.b
- Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading. RF.1.4.c
- Ask and answer questions about key details in a text. RL.1.1
- Retell stories, including key details, and demonstrate understanding of the

lesson or central message (main idea). RL.1.2
- Describe character, settings and major events in a story, using key details. RL.1.3
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.5
- Use illustrations and details in a story to describe its characters, setting or events. RL.1.7
- Compare and contrast the adventures and experiences of characters in stories. RL.1.9
- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension. RL.1.11
- Identify real-life connections between words and their uses. RL.1.12.c
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. W.1.2
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.1.5
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10
- Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing. W.1.10.f
- Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. W.1.10.g
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension. SL.1.1
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1a
- Ask and answer questions about key details in a text read aloud, information

presented orally or through media. SL.1.2

- Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly. SL.1.4
- Demonstrate command of the conventions of standard English grammar and usage when speaking. SL.1.7
- Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking. SL.1.7.e
- Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. SL.1.7.f

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 1
## Fortunes and Feats: Fairy Tales and Tall Tales

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can comparing fairy tales and tall tales help us understand the problems characters face and the lessons they teach?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students are introduced to diverse fairy tales. While reading these stories, students consider characteristic elements of fairy tales and the problems characters face, as well as the lessons each story conveys. Students then delve into tall tales. In doing so, they learn about the characteristics of tall tales, such as the use of exaggeration and larger-than-life characters. Students will use their knowledge of the elements and characteristics of fairy tales and tall tales to write about a scene from a story and rewrite a fairy tale of their own.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can understanding the characters, setting, and events in stories from different cultures help us figure out the lesson, message or moral the author wants to share? RL.2.2
- How do the pictures help you understand what just happened in the story? RL.2.7
- **How are two different fairy tales similar or different in setting, characters, or lesson? RL.2.9**
- **Choose two tall tales. How were they alike? How were they different? RL.2.9**
- **How do fairy tales from different cultures compare with each other? RL.2.9**
- What is your favorite fairy tale or tall tale, and why? W.2.1, SL.2.1

- **How do spelling, punctuation, and capitalization help make our writing clear and easy to understand? W.2.10**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral or central message.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RL.2.10.a** Compare formal and informal uses of English.
- **RL.2.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RL.2.12.a** Identify real-life connections between words and their use.
- **W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.

- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.2.11.b** Use commas in greetings and closings of letters.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **SL.2.1.a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **SL.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 2
## The Birthplace of Democracy: Ancient Greece

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can asking and answering questions about stories from the past help us understand how they still shape our world today?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students explore different civilizations and see the ways in which parts of that world are present in our world—in language, government, art, architecture, the Olympics, and more. Students learn about the emergence of democracy throughout historical texts. In this domain, students practice collecting and synthesizing information to understand its different characteristics about a place. They work independently to write a short opinion paragraph.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What questions can you ask about the text as you read? RL.2.1**
- **How do the events connect or build on each other throughout the story? RL.2.1**
- How does the illustration help you learn more about the character? RL.2.7
- How do maps, illustrations, or diagrams help you better understand what you read? RI.2.5
- How can you improve your writing by listening to feedback and making changes? W.2.5
- **How can we use a graphic organizer to collect and remember information that helps us answer a question? W.2.8**
- How can we clearly share what we learned by retelling key ideas and details from what we hear or see? SL.2.2

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to determine understanding of key details in a text.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.3.h** Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., cry, baby) or a short i (e.g., gym, myth).
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.6** Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.2.7** Use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot.
- **RL.2.10** Use knowledge of language and its conventions.
- **RI.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.10** Use knowledge of language and its conventions.
- **RI.2.11.b** Determine the meaning of the new word formed when a known prefix

is added to a base word (e.g., happy/unhappy, do/redo).

- **RI.2.12.a** Identify real-life connections between words and their use.
- **RI.2.12.b** Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
- **W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.2.10.f** Produce, expand and rearrange complete simple and compound sentences.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.
- **SL.2.6** Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.
- **SL.2.8** Use phrases and words, including adjectives and adverbs to describe, which have been acquired through conversations, reading, read-alouds and text responses.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 3
## Legends and Heroes: Greek Myths

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can understanding the characters, events, and structure of a story help us describe what happens and predict what might come next?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students explore several well-known Greek myths and mythical creatures. Students examine story elements in myths and learn about common characteristics in these compelling stories. They also practice sequencing story events and use information from the text to make predictions about the events in a story. Students write a brief summary and independently craft a narrative retelling.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Who are the main characters, and what challenges do they face? RL.2.3**
- **What do the characters' actions tell us about what they value or believe? RL.2.3**
- How do the events in the middle of a story help solve the problem? RL.2.5
- How can noticing how characters think and feel help us understand their point of view in a story? RL.2.6
- What in the picture shows where the story is taking place? RL.2.7
- **How can a story about one event use details, feeling words, and words like first, next, and last? W.2.10**

### Power Standards
*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.3** Describe how characters in a story respond to major events and challenges.

- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one- syllable words.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.3.h** Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., cry, baby) or a short i (e.g., gym, myth).
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral or central message.
- **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.2.7** Use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot.
- **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RI.2.11** Determine or clarify the meaning of unknown and multiple-meaning

words and phrases to expand language comprehension.

- **RL.2.12** Demonstrate understanding of word relationships and nuances in word meaning.
- **RL.2.12.a** Identify real-life connections between words and their use.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10.e** Use adjectives and adverbs and choose between them depending on what is to be modified.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 4
## Our Planet: Cycles in Nature

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can identifying an author's purpose help us explain how Earth's natural cycles work together?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore the developmental stages within the life cycle of organisms. They will also learn about how these organisms depend on the earth's water supply as well as how their growth and development relate to Earth's seasonal cycles. Students will use note-taking tools to collect and synthesize information they have learned. They will work on a shared research project with their class and independently write, edit, and revise an informative paragraph.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*
- How do word choices like rhyme, repetition, and rhythm help bring poems and stories to life? RL.2.4
- What does the living organism need to move to the next stage in their life cycle? RI.2.3
- **What question do you think the author is trying to answer? RI.2.6**
- **What is the main purpose of this text? RI.2.6**
- **When writing, can you add more details to help the reader understand? W.2.5**
- **When writing, does each sentence help tell more about your topic? W.2.5**

### Power Standards
*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.

- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one- syllable words.
- **RF.2.3.b** Know correspondences for additional common vowel teams (e.g., steak).
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RI.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.10.a** Compare formal and informal uses of English.
- **RI.2.11.b** Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
- **RI.2.11.c** Use a known root word as a clue to the meaning of an unknown word with the same root.
- **RI.2.11.d** Use knowledge of the meaning of individual words to define the

meaning of compound words (e.g., birdhouse).

- **RI.2.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RI.2.12.a** Identify real-life connections between words and their use.
- **RI.2.12.b** Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
- **W.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **W.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **W.2.10.c** Use reflexive pronouns (e.g., myself).
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 5
## Butterflies, Bees, and Beetles: Insects

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can identifying the main topic and key details in a text help us understand what makes living things unique and important?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students learn about the characteristics of insects-the largest group of animals on Earth. They also consider helpful and harmful aspects of insects. In addition, they develop their writing and argumentation skills in preparation for crafting an opinion piece about which insect would make the best neighbor. They research, collect, synthesize, and record information about insects.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What is the main topic of this story? RI.2.2**
- **What is the main topic of the paragraph? RI.2.2**
- **How does this paragraph help you understand the main topic? RI.2.2**
- **What part of the story helped you think _____(insert something about the insect you are discussing)? SL.2.1**
- **Can you rephrase a peer or text in your own words? SL.2.1**
- What do you think about the topic? W.2.1
- Can you give a reason to support your opinion? W.2.1

### Power Standards
*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **SL.2.1** Participate in collaborative conversations with diverse partners about

topics and texts with peers and adults in small and larger groups to expand language comprehension.

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.b** Know correspondences for additional common vowel teams (e.g., steak).
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- **RI.2.11.c** Use known root word the meaning of unknown word with the same root (e.g., happy/unhappy, do/redo).
- **RI.2.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RI.2.12.a** Identify real-life connections between words and their use.
- **W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10.a** Use collective nouns when writing.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 6
## A House Divided: The American Civil War

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can the author's reasons help us understand important people, places, or events from the Civil War?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students investigate the people, places, and pivotal moments of the American CIvil War through carefully curated texts, rich picture books, and primary-source read-alouds. Students gather facts from multiple texts about a chosen Civil War event to write an informative piece.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do the events or steps in a text work together to help us understand what is happening or being explained? RI.2.3
- **How can we find the reasons an author gives to help us understand their main point? RI.2.8**
- **What are the reasons an author provides for why something occurred? RI.2.8**
- How can we learn more about a person or event in history by comparing what different texts tell us? RI.2.9
- How do writers share what they know by using facts and details to explain a topic clearly? W.2.2
- **How can we check our spelling of unknown words when working with informational text? W.2.11**
- How can asking questions help us understand what we read and learn more during discussions? SL.2.1.c

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **W.2.11.e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.b** Know correspondences for additional common vowel teams (e.g., steak).
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh)
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RI.2.10** Use knowledge of language and its conventions.
- **RI.2.10.a** Compare formal and informal uses of English.
- **RI.2.11.c** Use a known root word as a clue to the meaning of an unknown word with the same root.
- **RI.2.12** Demonstrate understanding of word relationships and nuances in word meanings.

- **RI.2.12.a** Identify real-life connections between words and their use.
- **W.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **SL.2.1.c** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **SL.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 7
## Sounds and Stanzas: Poetry

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we use poetry elements to share a special memory that helps others understand and enjoy our writing?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore poetry elements like lines, stanzas, rhyme, alliteration, personification, and anaphora. They will analyze how these devices enrich meaning and engage readers, then apply them in crafting their own poems. Each student will compose a memory poem about a joyful experience and present it to the class, providing context to deepen the audience's understanding.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do the sounds and patterns in words help us understand and enjoy poetry? RL.2.4
- **How can comparing different versions of the same story help us understand ideas, characters, and cultures more deeply? RL.2.9**
- **How can we figure out what unknown words mean—especially when a word can have more than one meaning—so we better understand what we read? RL.2.11**
- How can we use digital tools to help us share our writing and ideas with others? W.2.6
- How can talking and listening to others help us understand texts and ideas better? SL.2.1
- **How can we use clear words, details, and our voice to tell a story that others can understand and enjoy? SL.2.4**

- How do sound and visuals work together to show our ideas, thoughts, and feelings clearly? SL.2.5

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RL.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rater in coherent sentences.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key detail in a text.
- **RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- **RL.2.10** Use knowledge of language and its conventions.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **SL.2.1.b** Build on others' talk in conversations by linking their comments to the remarks of others.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **SL.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
- **SL.2.6** Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.
- **SL.2.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.2.8** Use phrases and words, including adjectives and adverbs to describe, which have been acquired through conversations, reading, read-alouds and text responses.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 8
## Journeys to America: Immigration

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can understanding the main topic and the focus of each paragraph help us write clear and meaningful stories about a new immigrant's journey to the United States?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore why people immigrated to the United States, examining push and pull factors, settlement choices, and the path to citizenship through key documents like the Constitution and Bill of Rights. The unit encourages personal connections for students from immigrant families and includes writing summaries about immigration and narratives about a new immigrant's experience.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How does understanding the main topic of a paragraph help you understand the main topic of the entire text? RI.2.2**
- **What is the main topic of the text? RI.2.2**
- What can we learn from the pictures and maps that we might not understand from the text alone? RI.2.7
- **What happened first, next, and last in your story? W.2.3**
- **How can you add more details to show what you saw, thought or felt during each part of your writing? W.2.3**
- Why is it important to ask for more information when we're confused or curious during a conversation or lesson? SL.2.1.c
- What is something the speaker said that you are still wondering about, and what question could you ask to better understand it? SL.2.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RI.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.2.11.b** Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
- **RI.2.12** Demonstrate understanding of word relationships and nuances in word

meanings.

- **RI.2.12.a** Identify real-life connections between words and their use.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **SL.2.1.c** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2** Recount or describe key ideas or details from a text read-aloud, information presented orally or through media.
- **SL.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **SL.2.6** Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 9
## Early Asian Civilizations: India and China

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How does understanding the meaning of new or challenging words help us explain how ancient India and China became powerful civilizations?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will study how early civilizations in India and China developed around powerful rivers, focusing on the roles of farming, cities, government, and writing. They will practice informative writing by gathering and organizing facts from texts and use the full writing process to create a well-structured piece based on their learning.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can understanding the characters and events in folktales from around the world help us identify the lesson or message the author wants to share? RL.2.2
- **How can learning the meaning of new words help us talk and write more clearly about what we read? RL.2.11**
- How can we use facts and details to teach others about a topic through our writing? W.2.2
- How can working together to read and gather information help us learn more and write about a topic clearly? W.2.7
- **How can sharing ideas and listening to others in group discussions help us understand topics and texts better? SL.2.1**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral or central message.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RI.2.2** Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- **RI.2.12** Demonstrate the understanding of word relationships and nuances in word meanings.
- **RI.2.12.a** Identify real-life connections between words and their use.
- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use

facts and definitions to develop points and provide a concluding statement or section.

- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10.d** Form and use past tense of frequently-occurring irregular verbs (e.g., told).
- **SL.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally or through media.

# ENGLISH LANGUAGE ARTS
## Second Grade

## Unit 10
## Taking Flight: The Age of Aviation

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we use what we read about aviators and flight to understand what the author wants to explain, describe or help us learn?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will study the science of flight through the concept of lift, explore early flying machine successes and failures, and examine flight's global impact. Through researching historic aviators, they will learn how determination drives achievement. Students will practice inquiry and research skills to create informational texts for an Aviators Hall of Fame.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do asking and answering questions like who, what, where, when, why, and how help us understand what we read? RI.2.1
- **Why is it important to know why an author wrote a text, and how can that help us understand what we are reading? RI.2.6**
- How can comparing two texts on the same topic help us understand what is most important to learn? RI.2.9
- **How can we use a graphic organizer to collect and remember information that helps us answer a question? W.2.8**
- **How do spelling, punctuation, and capitalization help make our writing clear and easy to understand? W.2.11**
- How can listening carefully help us remember and share the most important ideas from what we hear or see? SL.2.2.
- How can using clear words, details, and speaking skills help us tell a story or share something that happened? SL.2.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **SL.2.1.b** Build on others' talk in conversations by linking their comments to the remarks of others.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally or through media.

- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 1
## Timeless Tales: Classic Stories

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do classic stories from around the world help us understand characters, themes, and the way stories are told?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students explore classic tales from different parts of the world. They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about those literary elements. Students have many opportunities to write for a variety of purposes. Everyday writing involves both short and extended responses requiring textual evidence and the use of graphic organizers to gather and categorize information. These activities offer students frequent collaboration, idea sharing, and feedback.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.*

- **How can asking and answering questions about a fictional text help you understand it on a deeper level? RL.3.1**
- What are the key elements of fictional narratives (fables, folktales, myths)? RL.3.2
- How do you determine the lesson, moral, or central message of a literary text? RL.3.2
- How does the narrator's point of view affect how we understand the story? RL.3.6
- How is the way we speak in conversation different from the way we write, and why does that matter in stories? RL.3.10
- **How do reasons, linking words/phrases, and concluding statements strengthen a written opinion? W.3.1**

- How can I demonstrate my knowledge of language and proper grammar and usage in my writing and while speaking? W.3.10/SL.3.7
- **How can you determine the main idea and supporting details of a text read aloud? SL.3.2**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.6** Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
- **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **RL.3.10** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.3.10.a** Recognize and observe differences between the conventions of spoken and written standard English.
- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RL.3.12** Demonstrate understanding of word relationships and nuances in

word meanings.
- **RL.3.12.a** Distinguish the literal and nonliteral meanings of words and phrases in context.
- **W.3.1.a** Know the difference between fact and opinion.
- **W.3.1.b** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **W.3.1.c** Provide reasons that support the opinion.
- **W.3.1.d** Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.e** Provide a concluding statement or section.
- **W.3.3.b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- **W.3.10.a** Choose words and phrases for effect.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
- **W.3.10.h** Produce simple, compound, and complex sentences.
- **W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.3.11.a** Capitalize appropriate words in titles.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 2
## Fur, Fins, and Feathers: Animal Classification

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do people observe and describe the world around them, and how can language help us share what we discover?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
This unit continues students' study of the natural world, explaining how scientists study and classify animals. A strong focus on key details and characteristics helps students pose and respond to questions using textual evidence during structured inquiry tasks. Students apply their knowledge through text-based discussions, informal writing exercises, and formal informational writing assignments. Students engage in the writing process as they plan, draft, edit, revise, publish, and present an informative paragraph.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.*

- What is the main idea of the text? What key details support the main idea? RI.3.2
- What does _____ (choose an important vocabulary word) mean, and how does it help us understand the text better? RI.3.4
- What text features and search tools can you use to quickly find important information about a topic? RI.3.5
- How do the pictures and words in the text help us understand what's happening and why it's important? RI.3.7
- Compare the big ideas and important details in two texts. How are they alike or different? RI.3.9
- **How can we use context clues, word parts, and reference tools to figure out the meaning of words that are new or have more than one meaning? RI.3.11**
- **How can you explain a topic in writing with facts, definitions, or details so that someone else can understand it clearly? W.3.2**

- When sharing and providing feedback, how can you use complete sentences to give a clear answer or more details? SL.3.6

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6** Distinguish their own perspective (point of view) from that of the author of a text.
- **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).

- **RI.3.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
- **W.3.2.b** Develop the topic with facts, definitions, and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6**With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10.e** Ensure subject-verb and pronoun-antecedent agreement when writing.
- **W.3.10.h** Produce simple, compound and complex sentences.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.e** Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
# 3rd Grade

## Unit 3
## Rhythm and Rhyme: Poetry

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do poets use language to express ideas?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students continue their study of poetry as they explore how poets find inspiration for their writing. Students apply their knowledge of poetic devices and structures through text-based discussions, informal writing exercises in which they employ poetry elements, and formal writing assignments in which they write original poems. Students use the writing process to plan, draft, revise, edit, publish, and present an original poem. They choose whether to write a rhyming or free verse poem, and incorporate two poetic devices into their writing.

### Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- What questions can we ask about this poem to help us understand what it means, and how can we use the poet's words to find our answers? RL.3.1
- Is the language in this sentence meant to be taken literally, or does it suggest a deeper meaning? RL.3.4
- How do the stanzas in this poem work together, and how does each one build on the one before it? RL.3.5
- **How do readers figure out what a word means when it has more than one meaning or when it is unfamiliar? RL.3.11**
- How does the author use figurative language to convey their ideas in poetry? RL.3.12
- **How can you organize your writing so it makes sense and helps you share your ideas clearly? W.3.4**

- What words or phrases can you use to make your writing more interesting or powerful? W.3.10
- **How can I share my ideas with others in collaborative discussions, building on others' ideas and expressing my ideas clearly? SL.3.1**

## Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.

## Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **RL.3.10** Use knowledge of language and its conventions when reading.
- **RL.3.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.3.12.a** Distinguish the literal and nonliteral meanings of words and phrases in context.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.b** Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- **W.3.1.c** Provide reasons that support the opinion.

- **W.3.1.d** Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.e** Provide a concluding statement or section.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.10.a** Choose words and phrases for effect.
- **W.3.10.e** Ensure subject-verb and pronounce-antecedent agreement when writing.
- **W.3.10.g** Use coordinating and subordinating conjunctions.
- **W.3.10.h** Produce simple, compound, and complex sentences
- **W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.1.b** Follow agreed-upon rules of discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 4
## Rise and Fall: Ancient Rome

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can legends and myths help us understand changes in civilizations over time?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students read a variety of legends and myths, as well as informational texts examining important historical events and key historical figures from Ancient Rome. Students study changes in societies over time and explore themes of leadership and legacy as they build capacity to both ask and answer questions from the texts. Students engage in the writing process as they plan, draft, revise, edit, publish, and present an opinion piece about a significant cultural contribution from the ancient world.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What lesson or message does this story teach, and how do the characters help show that message? RL.3.2**
- How are the adventures or challenges different or the same in stories with the same character? RL.3.9
- **How do key details in a text help us figure out and support the main idea? RI.3.2**
- How is my point of view about this topic different from the author's or the people in the text? RI.3.6
- How do pictures and text work together to help us understand historical events and people from ancient times? RI.3.7
- How can I clearly share my opinion and support it with reasons and facts? W.3.1

- **How can I gather information from my experiences and sources, take clear notes, and organize my ideas to support my writing? W.3.8**
- How can I use my voice, visuals, and vocabulary to clearly share what I've learned in complete sentences? SL.3.5/SL.3.6

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **RL.3.6** Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
- **RL.3.9** Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.3.11.a** Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase.

- **RL.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
- **RL.3.11.c** Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).
- **RL.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RL.3.12.a** Distinguish the literal and figurative meanings of words and phrases in context.
- **RL.3.12.b** Identify real-life connections between words and their uses.
- **RL.3.13** Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.6** Distinguish their own perspective (point of view) from that of the author of a text.
- **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.a** Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- **RI.3.11.c** Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12.a** Distinguish the literal and figurative meanings of words and phrases in context.

- **RI.3.12.b** Identify real-life connections between words and their uses.
- **RI.3.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.b** Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- **W.3.1.c** Provide reasons that support the opinion.
- **W.3.1.d** Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.e** Provide a concluding statement or section.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **W.3.10.d** Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- **W.3.10.e** Ensure subject-verb and pronoun-antecedent agreement when writing.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.11.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **SL.3.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1.d** Explain their ideas and understanding in light of the discussion.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- **SL.3.7** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
- **SL.3.7.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **SL.3.7.d** Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- **SL.3.7.e** Ensure subject-verb and pronoun-antecedent agreement when speaking.
- **SL.3.8** Acquire and use accurately grade-appropriate conversational, general academic and domain- specific words and phrases, including those that signal spatial and temporal relationships.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 5
## Our Solar System and Beyond: Astronomy

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can reading and writing about space help us understand scientific ideas and explain them clearly to others?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students explore astronomy and the universe through informational texts. They are introduced to scientific concepts and topics. Students will read informational texts about important figures in the history of space exploration. While reading, they will compare and contrast two texts on the same topic and identify cause and effect in informational texts. Students will write in a variety of ways and for different purposes, including a multiday informative writing project in which they will collaborate with their peers, share ideas, and provide feedback on one another's writing.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can I ask and answer questions about what I read, using the text to show where I found my answers? RI.3.1**
- How can I find the most important ideas and details in an informational text? RI.3.2
- What is the connection between the sentences or paragraphs in the text—do they compare things, show cause and effect, or explain steps in order? RI.3.8
- **How are the most important ideas and details the same and different in two texts about the same topic? RI.3.9**
- **How can I clearly teach others about a topic by introducing it, grouping related ideas together, adding facts and details, using linking words, and ending with a strong conclusion? W.3.2**

- How can I organize facts and notes to help plan my informational writing? W.3.8
- How can I use correct capitalization, punctuation, and spelling to make my writing clear and easy to understand? W.3.11
- When I listen to someone speak or watch a presentation, how can I figure out the main idea and explain it using important details I heard or saw? SL.3.2

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.13** Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).

- **RI.3.11.c** Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
- **RI.3.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
- **W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10.a** Choose words and phrases for effect.
- **W.3.10.g** Use coordinating and subordinating conjunctions.
- **W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.b** Use commas in addresses.
- **W.3.11.c** Use commas and quotation marks in dialogue.
- **W.3.11.d** Form and use possessives.
- **W.3.11.e** Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.11.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.

- **SL.3.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c** Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- **SL.3.1.d** Explain their ideas and understanding in light of the discussion.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7.a** Choose words and phrases for effect.
- **SL.3.7.g** Use coordinating and subordinating conjunctions.
- **SL.3.8** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 6
## Regions and Cultures: Native Americans

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can reading about historical events and cultures of Native Americans expand our understanding of the past?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore the history of Native Americans in North America. As they read and discuss informational texts, students will describe how historical events and ideas are connected by time, sequence, and cause and effect. They will also practice comparing and contrasting important ideas and details from different texts on the same topic. Throughout the unit, students will build their vocabulary, organize information using graphic organizers, respond in journals, and share ideas with classmates. This unit supports students in becoming stronger readers and writers by connecting what they read to meaningful topics in history.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Who are the characters and how do their actions cause things to happen in the story? RL.3.3**
- How do the pictures and the words in the story work together to help you understand the characters, setting, or mood? RL.3.7
- **How are the events, ideas, or steps in what I read connected, and how can I explain what happened first, next, and why? RI.3.3**
- How are the most important ideas and details the same and different in two texts about the same topic? RI.3.9
- How can I tell how words are related and what their different meanings or shades of meaning are? RI.3.12

- How can I use what I know and find from books or websites to take notes and organize my ideas into the right categories? W.3.8
- **How can I use correct grammar and sentence rules to make my writing sound right and clear? W.3.10**
- How can I read my writing aloud smoothly and clearly, and use pictures or visuals to help others understand important parts? SL.3.5"

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
- **RL.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RL.3.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RL.3.12.c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

- **RL.3.13** Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RI.3.12.c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.

- **W.3.10.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **W.3.11.d** Form and use possessives.
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.11.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **SL.3.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **SL.3.7.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **SL.3.7.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 7
## Novel Study: Charlotte's Web

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do authors use story elements and language to create meaningful and engaging fictional narratives?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will explore the elements of fictional narratives, such as setting, characters, conflict, plot, and dialogue. Students will describe the thoughts, actions, and feelings of characters, and determine the mood at different moments in the story. They will learn how to understand the meaning of words and phrases in a story, including literal and nonliteral language, and practice identifying different points of view. As they read and discuss stories, students will build vocabulary and use rich language in conversations with classmates. In writing, students practice using descriptive words, dialogue, and temporal words. With guidance, they will plan, draft, revise, edit, publish, and present their own fictional narratives.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can I ask and answer questions about a story by using details from the text to help me explain? RL.3.1
- **What is the book mostly about, and how do events and characters across chapters help develop the main idea? RL.3.2**
- **What are the characters like, why do they do what they do, and how do their actions help move the story forward? RL.3.3**
- What do I think about the story, and how is that different or the same as how the narrator or characters think and feel? RL.3.6
- How can I figure out what tricky words or words with more than one meaning mean when I read? RL.3.11

- How can I write a story that tells who is in it, what happens in order, what the characters say and feel, and has a clear ending? W.3.3
- **With help from adults, how can I write my ideas clearly and in the right order to fit the task & prompt for my writing? W.3.4**
- How can you share your story clearly and with enough detail so your listener understands and enjoys what you wrote? SL.3.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **RL.3.6** Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
- **RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- **W.3.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.3.b** Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.3.c** Use temporal words and phrases to signal event order.
- **W.3.3.d** Provide a sense of closure.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10.h** Produce simple, compound and complex sentences.
- **W.3.11.c** Use commas and quotation marks in dialogue.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7.h** Produce simple, compound and complex sentences.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 8
## From Glow to Echo: Light and Sound

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How does reading about light and sound help us learn new information and explain how the world around us works?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students explore the science of light and sound. Students will be introduced to this content through a narrative story and explore characteristics of the biography genre. Structured academic and domain-specific vocabulary instruction will aid students in their comprehension of informational texts. Students will respond to texts they have read, research, and take and organize notes. Throughout the unit, students conduct research and engage in the writing process as they plan, draft, edit, revise, and publish an informational piece that communicates their learning clearly and effectively.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can I show I understand the text by asking and answering questions and using evidence from what I read? RI.3.1**
- How can I figure out what important words and phrases mean in a text? RI.3.4
- How can I figure out the meaning of unknown words and phrases to better understand what I'm reading? RI.3.11
- How can I make my writing better by getting help from adults and peers to plan, fix mistakes, and add new ideas? W.3.5
- How can I use my research to build knowledge on a topic and put that into an informational writing piece? W.3.7
- **How can using correct grammar and language help my writing be clear and easy to understand? W.3.10**

- **What are the most important ideas and details I hear or see when someone reads or shares information in different ways? SL.3.2**
- What can I do to tell my story or share information clearly, with important facts and details, so others can understand and stay interested? SL.3.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.10** Use knowledge of language and its conventions when reading.

- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12.b** Identify real-life connections between words and their uses.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.c** Provide reasons that support the opinion.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **W.3.10.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c** Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- **SL.3.1.d** Explain their ideas and understanding in light of the discussion.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
- **SL.3.7.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **SL.3.7.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **SL.3.7.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 3rd Grade

## Unit 9
## From Blues to Bebop: All That Jazz

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can reading and writing about jazz music help us understand its history and influence on the world today?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
This unit builds students' reading comprehension, vocabulary, and knowledge-building skills through an exploration of the music, poetry, and culture of the Jazz Age. Students deepen their understanding by reading a range of informational and narrative texts. Students analyze main ideas and supporting details, develop vocabulary, summarize, and compare texts. Students apply their understanding through research-based writing projects. As they gather information from texts, they practice note-taking, synthesizing ideas, and using evidence to support their writing. Collaborative discussions and presentations help students build oral language and comprehension skills while making connections between historical and modern musical figures.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What is the big idea of the text, and how do the important details help explain or support it? RI.3.2**
- What can I learn by looking at the pictures and reading the words that helps me understand what is happening, where and when it happens, and why it matters? RI.3.7
- How can I clearly teach others about a topic by organizing related information, using facts and details, connecting my ideas with linking words, and writing a strong beginning and ending? W.3.2

- How can I use technology to write, collaborate with others, and share my work? W.3.6
- What can I learn about a topic by researching and gathering facts to help me understand it better? W.3.7
- **Where can I find information and determine what information from a source is worth writing down? W.3.8**
- **How can I listen to others, add to their ideas, and clearly share my own during group discussions? SL.3.1**
- How can you ask good questions and give detailed answers to show you understand what the speaker is saying? SL.3.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6** Distinguish their own perspective (point of view) from that of the author of a text.
- **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.h** Produce simple, compound and complex sentences.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.b** Use commas in addresses.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.7.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **SL.3.7.h** Produce simple, compound and complex sentences.

- **SL.3.8** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 1
## My Story, My Voice: Personal Narratives

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do the key elements of personal narratives work together to create a compelling and meaningful account of personal experience?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will explore different personal narratives. They will read them and look for important features, like stories told in order, interesting dialogue, vivid descriptions, characters with unique traits, sensory details, figurative language, and strong beginnings and endings. Students will also learn to use details, transition words, similes, metaphors, and strong verbs in their own writing. By planning, drafting, revising, editing, and publishing, they will create their own multi-paragraph personal narrative

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can you refer to a text when explaining what a text says? RI.4.1
- How did one event in the personal narrative lead to another? RI.4.3
- How does the structure of the story help you understand the narrator's experience? RI.4.5
- **How can you use real or imagined experiences in a personal narrative? W.4.3**
- In what ways do descriptive details help you write a personal narrative? W.4.3
- What transition words help guide your reader through the sequence of events? W.4.3
- How did you express your personal voice or feelings in your story? W.4.11
- **What collaborative discussions can you have to create a better personal narrative? SL.4.1**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fourth-grade topics and texts, building on others' ideas and expressing their own clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.4a** Read complex text with purpose and understanding.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI 4.3** Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- **RI 4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI 4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.10** Apply acquired skills in writing and speaking.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12.a** Explain the meaning of simple similes and metaphors in context.
- **RI.4.12c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- **RI 4.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.
- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1b** Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W. 4.1c** Provide reasons that are supported by facts and details.
- **W. 4.1d** Provide a concluding statement or section related to the opinion presented.
- **W. 4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.3e** Provide a conclusion that follows from the narrated experiences or events.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10.a** Choose words and phrases to convey ideas precisely.
- **W.4.10b** Form and use relative pronouns and relative adverbs.
- **W.4.10.c** Form and use the progressive verb tenses.
- **W.4.10.d** Use modal auxiliaries (e.g., can, must) to convey various conditions.
- **W.4.10.g** Produce complete sentences, recognizing and correcting inappropriate fragments and run- ons.
- **W.4.10.h** Correctly use frequently confused words (e.g., to, too, two)

- **W.4.10.i** Choose punctuation for effect.
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- **W.4.11.b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1c** Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.4.4** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.4.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 2
## Knights and Castles: Europe's Middle Ages

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can details from informational texts and information presented visually help explain ideas to build understanding?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will practice finding answers using details from informational texts and using maps, charts, and other visuals to build understanding. They will also learn to write clear, informative paragraphs that explain and compare ideas using facts and details . To apply these skills, students will research different groups in medieval Europe, take notes, paraphrase important information, and write a well-organized comparative paragraph.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How does paraphrasing information help the reader understand the people, events, and important ideas? RI.4.1**
- How can you use details from the text to explain what happened and why it happened? RI.4.3
- How can events in the text show a relationship between two different things? RI.4.3
- **How will interpreting a diagram help give a deeper understanding of the text? RI.4.7**
- How can finding evidence help support particular points of the author's thinking? RI.4.8
- **How can you use the information from the text to draft an informative writing piece? W.4.2**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.4a** Read complex text with purpose and understanding.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11b** Use common Greek and Latin affixes to define the meaning of a word.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12b** Recognize and explain the meaning of common idioms, adages and proverbs in context.
- **W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

- **W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e** Provide a concluding statement or section related to the information or explanation presented.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10** Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
- **W.4.10a** Choose words and phrases to convey ideas precisely.
- **W.4.10b** Form and use relative pronouns and relative adverbs.
- **W.4.10c** Form and use the progressive verb tenses.
- **W.4.10d** Use modal auxiliaries (e.g., can, must) to convey various conditions.
- **W.4.10f** Form and use prepositional phrases.
- **W.4.10g** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **W.4.10h** Correctly use frequently confused words (e.g., to, too, two)
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11d** Spell grade-appropriate words correctly, consulting references as needed.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound

correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.

- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 3
## Meaning and Metaphor: Poetry

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do poets use diverse methods and devices to reflect a range of human experiences and cultural perspectives?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
This unit provides students with tools and strategies for reading and understanding poetry. It teaches them poetic devices as well as structures and methods poets use. They will learn to read and interpret formal and free verse poems. In this unit students will read poems representing a variety of time periods and from a wide range of cultural heritages within the United States. Also, students will plan, draft, and revise an original poem utilizing several poetic devices such as repetition, simile, and metaphor.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can you identify textual evidence and determine the implicit and explicit meanings?** RL.4.1
- **How does the usage of poetic devices help you determine the theme of the poem? RL.4.2**
- How will looking at poetry elements help determine the difference between poems and other types of text? RL.4.5
- How can you use different points of view to describe a character, setting or event in a poem? RL.4.6
- **How can you identify and explain the use of figurative language in the poem? RL.4.12**
- How can you use poetic elements to produce a clear and coherent poem? W.4.4

- How do the poetic devices we've learned help poets express ideas and emotions across different time periods and cultures? Give examples from poems we've read. SL.4.1

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2** Determine the theme of a story, drama or poem from details in the text; summarize the text.
- **RL.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meaning.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.4a** Read complex text with purpose and understanding.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RL.4.3** Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).
- **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **RL.4.5** Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.4.10** Use knowledge of language and its conventions when reading.
- **RL.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.4.12a** Explain the meaning of simple similes and metaphors in context.

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10a** Choose words and phrases to convey ideas precisely.
- **W.4.10i** Choose punctuation for effect.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.4.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.

- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 4
## Eureka! Student Inventor

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can studying information help you use facts to support your opinion and solve problems?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will dive into the world of inventors, inventions, and the creative process. Through engaging informational texts, they will learn how inventors throughout history identified problems and developed innovative solutions. They will strengthen their writing by forming and supporting opinions with clear reasons and information. They will also practice research skills by gathering and organizing information from texts and digital sources. Students will report on their ideas using facts, details, and clear communication.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can analyzing text and diagrams reveal the development and impact of a topic? RI.4.3
- **How can you use your information from the text to write an opinion piece? W.4.1**
- **How do writers gather information from both print and digital resources during the research process? W.4.8**
- How can collaborative discussions help you state opinions and provide reasons for those opinions? SL.4.1
- How do you use information from a variety of media formats to paraphrase what is important? SL.4.2

- **How do effective speakers use appropriate facts and details to support a pitch? SL.4.4**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **SL.4.4** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.3a** Read complex text with purpose and understanding.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3** Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **W.4.1b** Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.

- **W.4.1c** Provide reasons that are supported by facts and details.
- **W.4.1d** Provide a concluding statement or section related to the opinion presented.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.11b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **W.4.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1c** Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **SL.4.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 5
## Our Planet: Geology

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How does identifying the main idea and key details in an informational text help readers understand complex topics?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will strengthen their reading and writing skills by working with informational texts about geology. They will learn how to find the main idea and key details, use evidence from what they read, observe to explain scientific ideas, and understand how diagrams, charts, and timelines help add meaning to the text. Students will also follow the steps of the writing process to create clear and informative writing that includes facts, definitions, and detailed explanations. By gathering and summarizing information from different sources, students will build strong research and communication skills to help them write effectively about science topics.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can you explain the connection between the main idea and the supporting details? RI.4.2**
- **How do specific details in the text help explain an idea or concept? RI.4.3**
- How do you use what you already know to understand new words in the text? RI.4.4
- **How can you use information presented visually to understand the topic? RI.4.7**
- How can you use examples or definitions in the text to understand new words? RI.4.11

- How do allusions to mythology help you understand more about a character or event? RL.4.4
- **How can you use facts and details to explain your topic? W.4.2**
- How do commas and quotation marks help make your sentences clearer? SL.4.7

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3** Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.4a** Read complex text with purpose and understanding.
- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2** Determine the theme of a story, drama or poem from details in the text; summarize the text.
- **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **RL.4.9** Compare and contrast the development of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **RL.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

- **RL.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RL.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.4.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10** Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
- **W.4.10e** Order adjectives within sentences according to conventional patterns.

- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11a** Use correct capitalization.
- **SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **SL.4.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 6
## Road to Independence: The American Revolution

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can important details in informational text help determine cause and effect of historical events?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will learn about different historical events by finding the main idea and supporting details in texts about its causes, important people, and results. They will also practice writing clearly by creating a five-paragraph cause-and-effect essay that explains how the different events led to others. Students will focus on organizing their ideas, using transition words, and writing strong body and concluding paragraphs to share information in a clear and effective way.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do prose, drama, and vignette each tell a story in a different way? RL.4.7
- **How can you find the details in the text that support the main idea? RI.4.2**
- **How does the way a text is organized help you better understand the information? RI.4.5**
- How can you use both a written article and another source to understand the topic better? RI.4.9
- How do you figure out the meaning of a word by looking at its prefix or suffix? RI.4.11
- **How do you explain the connection between a cause and its effect clearly? W.4.2**
- How can you explain why a piece of evidence from the text helps prove your point? W.4.9

- How does a visual display enhance the development of the main idea in a presentation? SL.4.6

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) events, ideas, concepts, or information in a text or part of a text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.4a** Read complex text with purpose and understanding.
- **RL.4.3** Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).
- **RL.4.5** Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **RL.4.10** Use knowledge of language and its conventions when reading.
- **RL.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.4.11a** Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- **RL.4.11b** Use common Greek and Latin affixes to define the meaning of a word.

- **RL.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RL.4.12c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **RL.4.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.3** Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect,problem/solution) of events, ideas, concepts, or information in a text.
- **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.4.10** Apply acquired skills in writing and speaking.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11a** Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- **RI.4.11b** Use common Greek and Latin affixes to define the meaning of a word.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **RI.4.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.

- **W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e** Provide a concluding statement or section related to the information or explanation presented.
- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11a** Use correct capitalization.
- **W.4.11b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **W.4.11d** Spell grade-appropriate words correctly, consulting references as needed.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.4** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.6** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.4.7d** Use modal auxiliaries (e.g., can, must) to convey various conditions.

- **SL.4.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 7
## Novel Study: From the Mixed-Up Files of Mrs. Basil E Frankweiler

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do narrative elements, such as point of view, dialogue, and plot structure, contribute to the development of a character in a story?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will read From the Mixed-Up Files of Mrs. Basil E. Frankweiler to build their understanding of story elements like point of view, dialogue, and plot structure. Through class discussions and writing activities, they will think deeply about what they read and share their ideas. Students will also use what they learn to plan, write, revise, and publish their own original story about a character who overcomes an important challenge.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can you figure out how a character changes or grows without the author saying it directly? RL.4.1**
- **How do the character's thoughts show what they are feeling? RL.4.3**
- How can you compare and contrast the point of view in different stories? RL.4.6
- How do you use advice from others to make your writing better? W.4.5
- **How can you share your ideas clearly in a group discussion? SL.4.1**
- How do you identify reasons a speaker provides to support particular points in a narrative? SL.4.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **SL. 4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.4.2** Determine the theme of a story, drama or poem from details in the text; summarize the text.
- **RL.4.5** Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.4.4** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4a** Read complex text with purpose and understanding.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 8
## Crafting Stories: A World of Tales

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do authors use elements of narrative text to build reader's engagement and understanding of their story?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students deepen their understanding of narrative elements—dialogue, narration, theme, character development, and plot structure—while analyzing figurative language, summarizing texts, and comparing themes across stories. They explore how authors use ambiguity and suspense and practice oral storytelling techniques. As a culminating task, students reimagine a traditional story by adapting its characters, setting, and plot to reflect their own modern communities.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can you explain what the text is mostly about using details from the story? RL.4.1**
- **How can you use events in the story to decide what the theme might be? RL.4.2**
- **How do the characters' thoughts, words or actions help the reader understand the story? RL.4.3**
- **How can you use dialogue and description to develop an effective narrative? W.4.3**
- How does your writing change depending on the specific purpose or audience? W.4.12
- How do you help your listeners picture what you're talking about? SL.4.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RL.4.3** Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **RL.4.9** Compare and contrast the development of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **RL.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.4.11a** Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- **RL.4.11b** Use common Greek and Latin affixes to define the meaning of a word.
- **RL.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.4.12a** Explain the meaning of simple similes and metaphors in context.
- **RL.4.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.
- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.3e** Provide a conclusion that follows from the narrated experiences or events.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11c** Use a comma before a coordinating conjunction in a compound sentence.
- **W.4.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.4.4** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4a** Read complex text with purpose and understanding.

- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## Fourth Grade

## Unit 9
## Inspiration and Ingenuity: American Innovation

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can finding the main idea and details help explain important ideas and write a clear, informative piece?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will learn to find the main idea of informational texts, explain supporting details, and summarize what they read. They will also describe important events and ideas and explain why they happened. Using books and online sources, students will do research, take notes, and organize their information. Then, they will write an informative essay with facts and details and share their work through a visual display at the class Innovation Exhibition.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do you use evidence from the text to explain ideas and make inferences? RI.4.1
- How do you find the reasons the author gives to support their point? RI.4.8
- **How do writers use precise language to write an informative text about a specific topic? W.4.2**
- How do you connect facts and ideas across different sources to deepen your understanding? W.4.7
- **How do you combine notes from different sources to build a bigger picture of your topic? W.4.8**
- How can pictures, diagrams, or charts help your audience understand your main idea? SL.4.5

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.4.4a** Read complex text with purpose and understanding.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3** Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.10** Apply acquired skills in writing and speaking.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e** Provide a concluding statement or section related to the information or explanation presented.

- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.4.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.4** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 1
## In My Own Words: Personal Narratives

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do writers use personal narratives to effectively share meaningful experiences with others?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
This unit examines the genre of personal narratives. Students read five personal narratives and identify the elements of the genre, including a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images accompanying a written text. Students are given frequent writing opportunities to employ these elements. Through daily writing exercises, students develop their ideas into a single paragraph or multi-paragraph narratives. They also share their writing with their classmates throughout the unit, offering concrete and positive feedback.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **When responding to a text, how can quotes from the text strengthen your answers? RI.5.1**
- In what ways does understanding the meaning of words and phrases improve your comprehension of a writing piece? RI.5.4
- What differences did you notice between the structures of two stories? How do the structures contribute to each passage's tone? RI.5.5
- What words or phrases in the text are used in non-literal or figurative ways, and what do they suggest about the topic or author's tone? RI.5.12
- **Who is the audience in your narrative? What do you want your reader to feel or understand? W.5.3/**W.5.4
- What is the purpose of your story? W.5.4

- What organizational structure did you use in your writing? How did it help you communicate clearly? W.5.4
- How can you provide positive and specific feedback while discussing a peer's work? SL.5.1/SL.5.6

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or information in two or more texts.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words

- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.5.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- **W.5.3.b** Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.5.3.c** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.5.11.a** Use punctuation to separate items in a series.
- **W.5.11.b** Use a comma to separate an introductory element from the rest of the sentence.
- **W.5.11.c** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 2
## Early Americas: Maya, Aztec, and Inca

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can analyzing the relationships between geography, culture, and innovation in communities help us build knowledge of complex informational texts?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students will explore relationships and interactions between two or more individuals, events, ideas, or concepts in historical texts as they read informational texts about the development of ancient societies. They will investigate how geography and environment impact the development of societies and explore their cultural contributions, achievements, and historical significance. Additionally, students will follow the stages of the writing process as they use information from the text to create an informative project comparing civilizations.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- What does the text say directly? What clues help you figure out something the author doesn't say outright? RI.5.1/RL.5.1
- **How can you identify the main ideas and key supporting details to create an effective summary? RI.5.2**
- How did geography or a scientific factor influence a historical event or action? RI.5.3
- What cause and effect relationships can you identify in the text? RI.5.3
- **What strategies can you use to figure out the meaning of unfamiliar words in this text, and how do these words help you better understand the topic? RI.5.4**

- What information can you gather from both print and digital sources to support your informational writing? RI.5.7/W.5.2/W.5.8
- What strategies can you use to determine or clarify the meaning of an unknown word in a text? RI.5.11
- How does learning about this community help you understand how your own community works? W.5.9
- How can correct grammar, punctuation, and spelling be applied consistently throughout short and long writing tasks to clearly communicate information? W.5.10
- **What are the most important ideas from what you just heard or viewed that you can explain clearly in your own words? SL.5.2**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on firth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.a** Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **RI.5.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.5.12.a** Interpret figurative language, including similes and metaphors, in context.
- **RI.5.12.b** Recognize and explain the meaning of common idioms, adages and proverbs.
- **RI.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2.a** Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.2.c** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.

- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.5.11.e** Spell grade-appropriate words correctly, consulting reference materials as needed.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 3
## Visions in Verse: Poetry

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
What makes poetry powerful both as a way for people to share their own stories and as a way for us to connect with experiences different from our own?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students learn strategies for reading and understanding poetry while exploring the methods and devices that poets use to create meaning. They practice reading and interpreting both structured poems with specific patterns and free verse poems with more flexible forms. Through this exploration, students create their own original poems. The unit features poems from various literary traditions spanning several centuries, written by poets from diverse cultural backgrounds within the United States. These poems represent a wide range of styles, from those with precise meter and rhyme schemes to experimental free verse forms.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What does the text say directly? What clues help you figure out something the author/poet doesn't say outright? RL.5.1**
- **What message or lesson does the poet want the reader to understand? RL.5.2**
- What words or phrases in the poem stand out because of their sound, meaning, or figurative language, and what effect do they have on the poem's mood, tone, or message? RL.5.4
- What context clues or text features clarify challenging parts of the poem? RL.5.12
- **How does the poet use imagery or word choice to show the theme? RL.5.2**
- **What is the purpose of your poem? W.5.4**

- **How does the structure of the poem (stanzas, line breaks, punctuation) impact the poem's message or mood? W.5.4**
- What ideas or interpretations about the poem can you contribute to the discussion while building on or respectfully challenging others' ideas using evidence from the text? SL.5.1
- What are the most important ideas from what you just heard or viewed that you can explain clearly in your own words? SL.5.2

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.5.3** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.10.a** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.5.11.a** Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- **W.5.9.a** Apply fifth grade reading standards to literature (e.g., "Compare and contrast two or more characters, settings or events in a story or a drama, drawing on

specific details in the text [e.g., how characters interact]").

- **W.5.11.a** Use punctuation to separate items in a series.
- **W.5.11.b** Use a comma to separate an introductory element from the rest of the sentence.
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 4
## A Knight's Tale: Don Quixote

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do authors use character relationships and plot events to develop themes?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Through an adapted version of the classic novel Don Quixote, this unit introduces key literary elements such as characterization, plot development, and theme. Students trace how characters and storylines evolve over the course of the novel. In addition to reading, students compare and contrast excerpts from different adaptations of the text. Writing instruction emphasizes crafting a four-paragraph persuasive essay, using accurate quotes as evidence, and participating in peer collaboration.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What important similarities or differences do you notice between the characters, settings, or events in the story, and what details from the text help you understand those comparisons? RL.5.3**
- In what ways do the scenes and events build on one another throughout the story to develop the plot, increase tension, or lead to the final outcome? RL.5.5
- How does the narrator's or speaker's point of view shape the way events and characters are described in a story? RL.5.6
- How are the themes of two adventure stories similar and different? RL.5.9
- Are the reasons and evidence the author provides clear and do they support the main idea of the text? RI.5.8
- How can I use information from different types of texts to form and support my own opinion about a topic? RI.5.9/W.5.1

- **When comparing two texts, what is one piece of evidence from each that shows how the authors approached the same idea differently?** RL.5.9**/W.5.9**
- What are the speaker's main points and how are each supported by reasons and evidence? SL.5.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.5.3** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.5** Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **RL.5.10** Use knowledge of language and its conventions when reading.
- **RL.5.10.a** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.5.11.a** Use context (synonym, antonym, definition, examples, inferences) to

determine the meaning of a word or phrase.

- **RL.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **RL.5.11.c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RL.5.12.a** Interpret figurative language, including similes and metaphors, in context.
- **RL.5.12.b** Recognize and explain the meaning of common idioms, adages and proverbs.
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.10** Use knowledge of language and its conventions when reading.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1.a** Know the difference between fact and opinion.
- **W.5.1.b** Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.5.1.c** Provide logically ordered reasons that are supported by facts and details.
- **W.5.1.d** Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- **W.5.2.a** Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.3.b** Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.9.a** Apply fifth grade reading standards to literature (e.g., "Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

- **W.5.9.b** Apply fifth grade reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **W.5.10.b** Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- **W.5.10.e** Recognize and correct inappropriate shifts in verb tense.
- **W.5.11.a** Use punctuation to separate items in a series.
- **W.5.11.e** Spell grade-appropriate words correctly, consulting reference materials as needed.
- **SL.5.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **SL.5.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.5.7.a** Expand, combine and reduce sentences for meaning, read/listener interest and style.
- **SL.5.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 5
## The Deep Blue World: Oceans

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can evidence from texts and research help explain the connections between living things and their ecosystems, and how can that information be shared clearly with others?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students explore the diversity of animal and plant life in six ocean ecosystems through rigorous informational texts, including articles and biographies of marine biologists. They examine texts for evidence, participate in discussions to interpret information, and deepen their comprehension while communicating learning through speaking and writing. Students also collaboratively research and write about their local ecosystem using the full writing process, revising their work by adding complex sentences with clauses and conjunctions before sharing with peers.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can you use clues from the text along with your own thinking to explain deeper ideas in the text? RI.5.1**
- **Why is it important to support your explanation or opinion with direct evidence from the text? RI.5.1**
- **How can you identify the main ideas and key supporting details to create an effective summary? RI.5.2**
- How can you use specific details from the text to explain how different people, events, or ideas are connected to each other? RI.5.3
- How can information from different texts on the same topic be combined to give a stronger and clearer understanding of the subject? RI.5.9

- How can an informational text be written clearly so that readers understand and learn important facts and ideas about a topic? W.5.2
- Based on feedback or your own reflection, what changes can you make during planning, revising, or editing to improve the clarity, organization, or impact of your writing? W.5.5
- What important ideas can you summarize in your own words using key details from what you heard? SL.5.2

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2.a** Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aid comprehension.

- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.2.c** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- **W.5.9.b** Apply fifth grade reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.5.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.5.11.e** Spell grade-appropriate words correctly, consulting reference materials as needed.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media

and formats, including visually, quantitatively and orally.

- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 6
## Culture and History: Native Americans

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do different perspectives on the same historical events help us understand complex relationships between different groups of people?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Critical reading and writing skills develop as learners explore Native American cultures and their connections to the land. Students practice analyzing multiple accounts of historical events to understand how different perspectives shape our understanding of the past. They practice close reading strategies to determine vocabulary meanings, make inferences using textual evidence, and compare themes across informational texts and traditional stories. Through the writing process, they plan, draft, revise, and publish an opinion essay about Native American connections to land, emphasizing note-taking skills, formulating clear claims, supporting arguments with evidence, and using varied sentence structures.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Describe the relationships and interactions between two groups of people based on information in the text. RI.5.3**
- In what ways do two groups of people present different points of view about the same topic? RI.5.6
- How can comparing and contrasting different points of view help you understand a topic or event more deeply? RI.5.6
- How does the author use reasons and evidence to support their point? RI.5.8
- How can I use context clues, word parts, and reference tools to figure out the meaning of unfamiliar or multiple-meaning words? RI.5.11

- What strategies can I use to understand and learn from challenging informational texts on my own? RI.5.12
- How can I clearly state my opinion and support it with strong reasons and evidence to persuade my audience? W.5.1
- **What organizational structure did you use in your writing? How did it help you communicate clearly? W.5.4**
- **How will you know if your writing is clear and well-organized enough for your readers to easily understand your ideas? W.5.4**
- How does proper use of standard English grammar and conventions improve a writing piece? W.5.10

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.5.2** Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or information in two or more texts.

- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.10** Use knowledge of language and its conventions when reading.
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.a** Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **RI.5.12.c** Use the relationships between particular words (e.g.,synonyms) to better understand each of the words.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1.a** Know the difference between fact and opinion.
- **W.5.1.b** Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.5.1.c** Provide logically ordered reasons that are supported by facts and details.
- **W.5.1.d** Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.3.c** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.

- **W.5.10.b** Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- **W.5.10.c** Form and use the perfect verb tenses (e.g., I had walked, I have walked).
- **W.5.10.d** Use verb tense to convey various times, sequences, states and conditions.
- **W.5.10.e** Recognize and correct inappropriate shifts in verb tense.
- **W.5.10.f** Use correlative conjunctions. (e.g., either/or).
- **W.5.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.5.11.b** Use a comma to separate an introductory element from the rest of the sentence.
- **W.5.11.c** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **SL.5.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 7
## Novel Study: The Phantom Tollbooth

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How does understanding the deeper meaning of the author's creative language choices change our experience as readers?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Focusing on The Phantom Tollbooth by Norman Juster, this unit involves close reading and analysis of the story's characters, settings, themes, and use of figurative language. It explores character development, multiple-meaning words, and the author's craft to deepen comprehension. Students also apply these skills in a narrative writing project, practicing how to introduce characters and settings, use dialogue, include transitions, and write strong conclusions. Grammar lessons support expanding sentences with conjunctions and adding details about when, where, and why events happen. Throughout the study, vocabulary and creativity are built while reading and writing skills are strengthened.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How does the author's word choice help you understand the genre, characters, or setting and what evidence from the text supports your thinking? RL.5.1**
- **What clues in the story help you understand the author's deeper meaning when using figurative language? RL.5.1/RL.5.4**
- **How does the author use idioms, homophones, or words with multiple meanings to create humor or deeper meaning in the story? RL.5.4**
- How do the visual elements in this text work together with the words to enhance the story's meaning, mood, or impact on the reader? RL.5.7

- What can figurative language and word relationships show about the meaning, tone, or mood of a text? RL.5.12
- What strong or specific words can you use in your writing to show exactly what is happening or how the character feels? W.5.3
- How can you use what you've learned about a character's thoughts, actions, and experiences to write a narrative from their point of view that feels realistic and true to who they are? W.5.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.3** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.5** Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL5.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.5.12.b** Recognize and explain the meaning of common idioms, adages and proverbs.
- **RL.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.5.3.a** Orient the reader by establishing a situation and introducing a narrator

and/or characters; organize an event sequence that unfolds naturally.

- **W.5.3.b** Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.5.3.c** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.5.9.a** Apply fifth grade reading standards to literature (e.g., "Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 8
## Through the Forest: A Midsummer Night's Dream

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can the theme of a story or drama be determined by examining how characters respond to challenges?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Engaging with Shakespeare's A Midsummer Night's Dream, learners read, write, act, direct, and design scenes from the play. They analyze character actions, traits, and Shakespeare's language through close reading and theatrical activities, developing skills in reading, writing, speaking, and listening. Writing tasks include creative roles such as writing an advice column and crafting narratives from the perspectives of characters. By the end, students will understand the story, key characters, and the performance aspects of Shakespeare's plays. This learning culminates in opportunities to bring the play to life through performance.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How can you use details from the text to show what problems a character faces and what those problems teach us about the story's message?** RL.5.2**/W.5.3**
- What motivates the character to act the way they do? RL.5.2
- **What specific details from the text show how the interactions of two or more characters reveal similarities and differences between them? RL.5.3**
- What strategies are you using to help you understand and enjoy this drama? RL.5.13
- What strategies can you use to figure out the meaning of an unfamiliar or multiple-meaning word? RL.5.11

- **What can you learn from a character's thoughts, feelings, and actions that will help you tell their story and show their experience in your writing? W.5.3**
- **What details can you add to help your reader understand what's happening and how your character feels about it? W.5.3**
- **How can you use clear speech, important facts, and gestures or body language to help your audience understand and stay interested in what you are saying? SL.5.4**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.5.3** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.10** Use knowledge of language and its conventions when reading.
- **RL.5.10.a** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
- **RL5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.5.3.b** Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.10.a** Expand, combine and reduce sentences for meaning,read/listener interest and style.

- **W.5.10.d** Use verb tense to convey various times, sequences, states and conditions.
- **W.5.10.f** Use correlative conjunctions. (e.g., either/or)
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.5.7.a** Expand, combine and reduce sentences for meaning, read/listener interest and style.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# ENGLISH LANGUAGE ARTS
## 5th Grade

## Unit 9
## Building Up the World: Global Architecture

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
What can be discovered about the relationship between purpose, culture, and environment in architectural design through analyzing and researching informational texts?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In the Building Up the World: Global Architecture unit, students develop critical reading and research skills while exploring informational texts about renowned architects. Through analyzing these texts, students practice making inferences, determining main ideas, and comparing and contrasting architectural approaches. They learn to understand how purpose, history, and culture influence design. Students strengthen their research and writing abilities by conducting independent research on an architect and structure of their choice. They learn to generate research questions, evaluate sources, and synthesize information into informational texts that they present at a culminating Architecture Fair. This process transforms them from consumers to producers of informational content.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- If you had to explain this text to someone else in just a few sentences, what main ideas and supporting details would you include? RI.5.2
- **How does understanding the connections between ideas (architects/buildings) help you understand the text as a whole? RI.5.3**
- What strategies can you use to figure out the meaning of unfamiliar words in this text, and how do these words help you better understand the topic? RI.5.4
- How will you know if your writing is clear and well-organized enough for your readers to easily understand your ideas? W.5.4

- When you reread your writing, what revisions do you notice would help strengthen your ideas and improve your organization? W.5.5
- How can you use technology tools to improve your writing, share it with others, and collaborate to make it even better? W.5.6
- When considering your research topic, how will you select trustworthy sources and organize your findings to clearly explain your topic? W.5.7
- What facts or details from your sources best support your main idea or purpose? W.5.8
- **How can you use clear speech, important facts, and gestures or body language to help your audience understand and stay interested in what you are saying? SL.5.4**
- How can including multimedia components and visual displays help you develop the main idea or theme of your presentation? SL.5.5

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or information in two or

more texts.

- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2.a** Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aid comprehension.
- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.2.c** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

- **W.5.9.b** Apply fifth grade reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.5.10.a** Expand, combine and reduce sentences for meaning, reader/listener interest and style.
- **W.5.10.b** Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- **W.5.10.c** Form and use the perfect verb tenses (e.g., I had walked, I have walked)
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.5.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **SL.5.7.a** Expand, combine and reduce sentences for meaning, read/listener interest and style.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

# English Language Arts
# Grade 6

## Unit 0
## Our Reading Community Begins

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can listening, sharing, and citing evidence help readers grow together?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will establish and incorporate the middle school ELA experience by practicing essential classroom routines and habits that support a respectful and productive learning environment. Throughout the unit, they will develop their ability to cite relevant textual evidence from literature (including short stories, novels, or excerpts) and participate in collaborative discussions that deepen comprehension and support meaningful analysis of the text.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.*

**Content**

- What is textual evidence from a story that supports the development of characters, events, and themes? **(RL.6.1)**
- What can students infer about characters and events using details from a text? **(RL.6.1)**
- What types of ideas, evidence, or examples can be used in a discussion to support a point or respond to others? **(SL.6.1)**

**Process**

- How does making inferences support a deeper understanding of literature? **(RL.6.1)**
- How can effective collaboration support learning and understanding? **(SL.6.1)**
- How can building on others' ideas strengthen academic discussions? **(SL.6.1)**


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**Reflective**

- Why is collaborative discussion important for developing new perspectives and a deeper understanding?
- Why is it important to consider multiple viewpoints during academic discussions?
- Why does citing textual evidence strengthen comprehension and analysis of literature?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth-grade topics, texts, and issues, building on others' ideas and expressing their own clearly.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**
- **RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.**
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**
- **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.


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- **RL.6.10** Use knowledge of language and its conventions when reading to improve comprehension.
- **RL.6.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.6.11.a** Use context to determine the meaning of a word or phrase.
- **RL.6.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
- **W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts**
- **W.6.2.e Establish and maintain a formal style.**
- **W.6.3** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- **W.6.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **W.6.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.6.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **W.6.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **W.6.3.e** Provide a conclusion that follows from the narrated experiences or events.
- **W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **W.6.5** With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.6.6** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **SL.6.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.


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- **SL.6.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# Grade 6

## Unit 1
## Looking Closer: Small Details & Big Impact

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do small details tell big stories within a non-fiction narrative (memoir)?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will read and analyze non-fiction narratives, identifying key details and using context clues to determine the meanings of words and phrases. They will cite textual evidence to support their understanding of both explicit information and inferred ideas, developing skills that enhance comprehension, critical thinking, and the ability to analyze complex texts.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.*

**Content**

- What parts of the text provide evidence of the main idea(s) and key details presented by the author? **(RI.6.1)**
- What is sensory language? **(RI. 6.4)**
- What sensory language (i.e., specific words, phrases, or descriptions) does the author use to shape the meaning and clarity of the text's key ideas? **(RI.6.4)**

**Process**

- How can students support their conclusions with textual evidence? **(RI.6.1)**
- How does textual evidence support both what the text says and what students infer from it? **(RI.6.1)**
- How can students determine the meaning of connotative and figurative words and phrases as they are used in a text? **(RI.6.4)**
- How can students determine the meaning of technical words and domain-specific vocabulary used in a text? **(RI.6.4)**


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**Reflective**

- How does the evidence that students chose shape their understanding of the text?
- Why does an author's choice of words affect the understanding of the text?
- How does the use of sensory details enhance the development of a text?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.6.7** Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they see and "hear" when reading the text to what they perceive when they listen or watch.
- **RL.6.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.6.12.a** Interpret figures of speech in context.
- **RL.6.12.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- **RL.6.12.c** Distinguish among the connotations (associations) of words with similar denotations (definitions).
- **RL.6.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade.
- **RI.6.2 Determine a central idea of text and how it is conveyed through particular details; provide a summary of the text, distinct from personal opinions or judgments.**


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- **RI.6.5** Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
- **RI.6.6** Determine an author's point of view and purpose in a text and explain how they are conveyed in the text.
- **RI.6.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings. in word meanings.
- **RI.6.12.a** Interpret figures of speech in context.
- **RI.6.12.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- **RI.6.12.c** Distinguish among the connotations (associations) of words with similar denotations (definitions).
- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly
- **W.6.1.b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **W.6.1.c** Use words, phrases, and clauses to clarify the relationships among the topic or text.
- **W.6.1.d** Establish and maintain a formal style.
- **W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **W.6.5** With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.6.6** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.6.12** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**


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- **SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**
- **SL.6.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# Grade 6

## Unit 2
## Investigating Ideas: Exploring How Stories and Arguments Develop

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do we use clues in a text to determine its central message or the author's intent?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will analyze narrative nonfiction and informational texts, examining how central ideas, key details, and claims are developed. Taking the perspective of an investigator, students will determine the central idea, evaluate supporting claims, and cite textual evidence to create organized, evidence-based written responses.

### Guiding Questions

*What characteristics are needed to be an investigator?*

**Content**

- What are the elements of a plot? **(RL.6.3)**
- What details in the text does the author use to make characters relatable? **(RL.6.3)**
- What types of conflict exist in a story and help a story progress? **(RL.6.3)**
- What are the arguments and claims in a text? **(RI.6.8)**
- What is the theme or central idea of a text? **(RI.6.2)**

**Process**

- How do students track the unfolding of the plot through character responses? **(RL.6.3)**
- How do students determine conflicts that progress throughout a text? **(RL.6.3)**
- How can students find arguments and claims in a text? **(RI.6.8)**
- How can students determine a theme or central idea of a text? **(RI.6.2)**


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**Reflective**

- Why is it important to consider multiple sides of an argument?
- How can critical thinking and argumentative skills help me to navigate the real world?
- Why is the theme or central idea important to deepening a reader's understanding of a text?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**
- **RI.6.8 Trace and evaluate the arguments and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**
- **RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

*Annually, PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.6.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
- **RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RI.6.3** Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**
- **RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.


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- **RI.6.10** Use knowledge of language and its conventions when reading to improve comprehension.
- **RI.6.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.
- **RI.6.11.a** Use context to determine the meaning of a word or phrase.
- **RI.6.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
- **RI.6.11.c** Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **RI.6.11.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- **W.6.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly through the selection, organization, and analysis of relevant content.**
- **W.6.2.a Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful.**
- **W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**
- **W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.**
- **W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- **W.6.2.e Establish and maintain a formal style.**
- **W.6.1.e** Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **W.6.5** With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.6.6** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient


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command of keyboarding skills to type a minimum of three pages in a single sitting.

- **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.6.12** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **W.6.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.6.11.a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **W.6.11.b** Spell correctly.
- **SL.6.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# Grade 6

## Unit 3
## Evaluating Sources and Presenting Claims

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does the evaluation of sources strengthen the claims we present?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will analyze and evaluate multiple print and digital primary and secondary research sources to develop a well-supported claim. They will use direct quotations and paraphrasing responsibly to avoid plagiarism while composing an informative/explanatory essay that conveys clear ideas, logical organization, and relevant content. Through this process, students will strengthen critical thinking, research, and evidence-based writing skills.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What types of details can students find in research to explain or support my ideas? **(W.6.8)**
- What are the key ideas and types of evidence in student sources that support a student's claim? **(W.6.2)**
- What are the elements of effective oral communication ( i.e., appropriate eye contact, voice level, and clear pronunciation) that ensure a student's audience understands that student's claim and evidence? **(SL.6.4)**

**Process**

- How do students write informative text that clearly and effectively conveys their ideas to an audience? **(W.6.2)**



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- How can students avoid plagiarism using evidence from primary and secondary research sources? **(W.6.8)**
- How do students ethically use evidence from sources by correctly quoting, paraphrasing, and citing? **(W. 6.8)**
- How can students logically sequence ideas to present to others? **(SL.6.4)**

**Reflective**

- How does effective research help students to be a more informed and productive citizen?
- How can students use a variety of resources to help broaden the student's scope of the world in which that student lives?
- Why is it important to gain and express accurate information objectively in the age of technology?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**
- **W.6.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly through the selection, organization and analysis of relevant content.**
- **SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.**

*Annually, PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.6.7** Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text,


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including contrasting what they see and "hear" when reading the text to what they perceive when they listen or watch.

- **RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**
- **RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**
- **RI.6.6** Determine an author's point of view and purpose in a text and explain how they are conveyed in the text.
- **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**
- **RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography about the same person).
- **RI.6.10** Use knowledge of language and its conventions when reading to improve comprehension.
- **RI.6.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.
- **RI.6.11.a** Use context to determine the meaning of a word or phrase.
- **RI.6.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
- **RI.6.11.c** Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **RI.6.11.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- **RI.6.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly.


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- **W.6.1.b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **W.6.1.d** Establish and maintain a formal style.
- **W.6.1.e** Provide a concluding statement or section that follows from the argument presented.
- **W.6.2.a Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful.**
- **W.6.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.2.e** Establish and maintain a formal style.
- **W.6.2.f** Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.**
- **W.6.5** With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.6.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.6.11.a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **W.6.11.b** Spell correctly.
- **SL.6.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
- **SL.6.1.d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.


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- **SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.
- **SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **SL.6.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.6.7.a** Vary sentence patterns for meaning, reader/listener interest and style.
- **SL.6.7.b** Use intensive pronouns (e.g., myself, ourselves).
- **SL.6.7.c** Recognize and correct inappropriate shifts in pronoun number and person.
- **SL.6.7.d** Recognize and correct vague pronouns.
- **SL.6.7.e** Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
- **SL.6.7.f** Maintain consistency in style and tone.
- **SL.6.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
## Grade 6

## Unit 4
## Analyzing How Story Parts Reveal the Hidden Message

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do sentences, scenes, and chapters work together to develop theme and plot?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will analyze how character traits can be both beneficial and harmful and explore concepts of leadership through their actions and decisions. Students will examine the narrative structure and analyze how characters respond to challenges and ethical dilemmas, developing a deeper understanding of character development and thematic meaning.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.*

**Content**

- What are the different parts of a story that work together to develop the plot or reveal the theme? **(RL.6.5)**
- What sentences, chapters, scenes, or stanzas contribute to the overall meaning or purpose of the text? **(RL.6.5)**

**Process**

- What steps can students take to examine the development of the story's plot and theme(s)? **(RL.6.5)**
- How do students use parts of a story to understand their impact on plot and theme(s)? **(RL.6.5)**

**Reflective**

- Why does understanding each part of a story contribute to a better understanding and appreciation of the story as a whole?


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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.6.5 Analyze how a particular sentence, chapter, scene, or structure of a text contributes to the development of the theme, setting, or plot.**

*Annually, PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics.
- **RL.6.12.a** Interpret figures of speech in context.
- **RL.6.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade.
- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence
- **W.6.1.b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **W.6.1.c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- **W.6.1.d** Establish and maintain a formal style.
- **W.6.1.e** Provide a concluding statement or section that follows from the argument presented.


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- **W.6.5** With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **SL.6.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# Grade 6

## Unit 5
## Analyzing Theme and Identity Through a Hero's Journey

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do heroes' journeys in stories help us understand ourselves and others?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will read a text to determine the theme and analyze how it is developed throughout the story, examining how it shapes characters' growth and decisions through writing. Through rigorous writing experiences, students will explore character conflicts and journeys to understand how experiences and choices contribute to self-discovery and thematic meaning.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.*

**Content**

- What are common central themes in a hero's journey? **(RL.6.2)**
- What are the main events of a hero's journey that contribute to the character's growth and the development of the story's theme? **(RL.6.2)**
- What are the rules for capitalization, punctuation, and spelling? **(W.6.11)**
- What conventions do students use to clearly communicate my ideas, evidence, and understanding of the text? **(W.6.11)**

**Process**

- How can students determine a theme or central idea of a text? **(RL.6.2)**
- How can students organize and refine my writing to ensure my audience understands my message? **(W.6.4)**
- How can students revise their writing to ensure proper grammar, punctuation, and sentence structure while effectively communicating my ideas? **(W.6.11)**


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**Reflective**

- How does the theme teach the universal connection between people of all backgrounds?
- How does clear and coherent writing impact a student's written communication?
- How does a student's ability to use correct capitalization, punctuation, and spelling improve their writing?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**
- **W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.**
- **W.6.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

*Annually, PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution**
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RL.6.5 Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.**
- **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.


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- **W.6.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly through the selection, organization, and analysis of relevant content.**
- **W.6.2.a** Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful.
- **W.6.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- **W.6.2.c** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **W.6.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.6.2.e** Establish and maintain a formal style.
- **W.6.2.f** Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.5** With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
- **W.6.10** Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
- **W.6.10.a** Vary sentence patterns for meaning, reader/listener interest and style.
- **W.6.10.b** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **W.6.10.c** Use intensive pronouns (e.g., myself, ourselves).
- **W.6.10.d** Recognize and correct inappropriate shifts in pronoun number and person.
- **W.6.10.e** Recognize and correct vague pronouns.
- **W.6.10.f** Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in conventional language.


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- **W.6.10.g** Maintain consistency in style and tone.
- **W.6.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.6.11.a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **W.6.11.b** Spell correctly.
- **SL.6.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# Grade 7

## Unit 1
## Real Life Experiences: Finding Evidence In Real-World Texts

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can students connect to the world around them by gathering evidence from a variety of informational texts?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will continue to build foundational skills of finding and citing evidence, supporting an argument, determining central ideas, analyzing the details presented in a text, and connecting their experiences to the text. Students will also be exposed to diverse experiences through nonfiction texts.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What textual evidence supports central ideas presented in a text? **(RI.7.1)**
- What is the central idea of a text ? **(RI.7.2)**
- What is an objective summary? **(RI.7.2)**
- What are clear claims? (W.7.1)
- What are the common standards in which people write in academic settings? (W.7.10)

**Process**

- How do students find and determine what evidence is relevant? **(RI.7.1)**
- How do students determine details and facts for summarizing information without opinion? **(RI.7.2)**
- How does an author develop central ideas throughout a text? **(RI.7.2)**
- How do students support their claim with clear reasoning and effective evidence? (W.7.1)


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- How do students use the conventions of the English language in their writing? (W.7.10)

**Reflective**

- Why should students use evidence to support their ideas or claims? **(RI.7.1)**
- Why is it important to to remain objective when writing a summary of informational text? **(RI.7.2)**
- How do claims and evidence support a written argument? (W.7.1)
- Why is it important to use standard conventions of English when completing academic/formal writing? (W.7.10)
- How can critical thinking skills help students to navigate the real world?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **R.I.7.6** Determine an author's perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **R.I.7.7** Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **R.I.7.10** Use knowledge of language and its conventions when reading to aid comprehension.
- **R.I.7.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
- **RI.7.11.a** Use context to determine the meaning of a word or phrase.
- **RI.7.11.d** Verify the preliminary determination of the meaning of a word or phrase.


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- **R.I.7.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- **RI.7.12.a** Interpret figures of speech in context.
- **RI.7.12.c** Distinguish among the connotations (associations) of words with similar denotations (definitions).
- **W.7.1 Write arguments to support claims with clear reasons and relevant evidence.**
- **W.7.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.
- **W.7.1.d** Establish and maintain a formal style.
- **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- **W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.7.10.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **W.7.10.b** Explain the function of phrases and clauses in general and their function in specific sentences.
- **W.7.10.c** Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas
- **W.7.10.d** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **W.7.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.7.11.a** Use a comma to separate coordinate adjectives.
- **W.7.11.b** Spell correctly.
- **W.7.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues,building on others' ideas and expressing their own clearly.
- **SL.7.1.b** Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed


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- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
- **SL.7.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.**
- **SL.7.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.7.7.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- **SL.7.7.b** Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
- **SL.7.7.c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **SL.7.8** Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# Grade 7

## Unit 2
## Elevating Literary Understanding: Themes, Inferences, and Objective Summaries

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students analyze and evaluate literary texts?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will learn how to evaluate figurative language, point of view, and characterization to trace the development of the overall theme in literary texts.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What textual evidence supports themes presented in a text? **(RL.7.1)**
- What themes are prevalent in literature? **(RL 7.2)**
- What role does the author's point of view and perspective have on the reader's understanding of a text? (RL.7.6)
- What does an academic discussion sound like? (SL.7.6)

**Process**

- How do students determine what evidence is relevant? **(RL.7.1)**
- How is a theme developed over time throughout a text? **(RL.7.2)**
- How do authors use figurative language to create sensory experiences that impact the meaning of a text? (RL.7.4)
- How does that narrator's perspective impact the story that they are telling? (RL.7.6)
- How and when do students adapt their speech to a variety of audiences? (SL.7.6)


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**Reflective**

- Why does citing textual evidence strengthen comprehension and analysis of literature? **(RL.7.1)**
- Why is the theme or central idea important to deepening a reader's understanding of a text? **(RL.7.2)**
- Why is it important to determine the reliability of a narrator? (RL.7.6)
- Why should students adapt their speech to the audience? (SL.7.6)

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration)**
- **RL.7.5** Analyze how a drama's or poem's form or structure contributes to its meaning.
- **RL.7.6 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.**
- **RL.7.7** Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).
- **RL.7.9** Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.


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- **RL.7.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
- **RL.7.11.a** Use context to determine the meaning of a word or phrase.
- **RL.7.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
- **RL.7.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **RL.7.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.7.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- **RL.7.12.a** Interpret figures of speech in context.
- **RL.7.12.c** Distinguish among the connotations (associations) of words with similar denotations (definitions).
- **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **SL.7.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.**


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# English Language Arts
# Grade 7

## Unit 3
## Writer's Voice: Analyzing Text Structure and Point of View

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do authors organize information to help readers understand texts?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will synthesize information from multiple texts to develop understanding of a topic. Students will build upon previous knowledge of citing evidence to produce informative writing.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What is the role that text structure plays in understanding a text? **(RI.7.5)**
- What is an author/writer's perspective? **(RI.7.9)**
- What are the common standards in which people write in academic settings? **(W.7.10)**
- What does it look like to be prepared for discussions? (SL.7.1a)

**Process**

- How do students determine what evidence is relevant? (RI.7.1)
- How do authors use text structure to organize a text? **(RI.7.5)**
- How does the structure help develop ideas? **(RI.7.5)**
- How do two authors/writers develop different perspectives to present key information? **(RI.7.9)**
- How do students use the conventions of the English language to convey their ideas? **(W.7.10)**


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- How do students prepare for discussions through reading and researching? (SL.7.1a)

**Reflective**

- Why should students use evidence to support their ideas or claims? (RI.7.1)
- Why do authors choose different organizational structures when developing ideas? **(RI.7.5)**
- Why is it important to consider the perspectives of two authors/writers? **(RI.7.9)**
- How does the use of standard conventions of English create clear and coherent written communication? **(W.7.10)**
- Why is being prepared for a formal discussion necessary? (SL.7.1a)

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**
- **RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**
- **W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RI.7.3** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).


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- **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **RI.7.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
- **RI.7.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **RI.7.12.b** Use the relationship between particular words to better understand each of the words.
- **RI.7.13** Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
- **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.7.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables).
- **W.7.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- **W.7.2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.7.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.7.2.e** Establish and maintain a formal style.
- **W.7.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.7.5** With some guidance and support from adults and peers, 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.
- **SL.7.1.a Come to discussions prepared, having read or researched material**


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**under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.**

- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.


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# English Language Arts
# Grade 7

## Unit 4
## Looking Inward: Analyzing An Author's Role In Character Development

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does an author use imagery and figurative language to immerse a reader in a literary experience?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will practice visualization strategies and interpret figurative language to demonstrate understanding of text. Students will analyze the theme, points of view, and characterization. Students will continue to use their skill of citing evidence to compare and contrast multimedia presentations of stories.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What is the purpose of analyzing theme development? (RL.7.2)
- What do different types of figurative language add to a text? (RL.7.4)
- What is point of view in a piece of literature? **(RL.7.6)**
- What is the narrator's perspective? **(RL.7.6)**
- What specific word choices does an author use to emphasize their perspective? **(RL.7.6)**
- What does it look like to be prepared for discussions? **(SL.7.1a)**

**Process**

- How is a theme developed over time throughout a text? (RL.7.2)
- How does figurative language impact the meaning of a text? (RL.7.4)
- How does the narrator's perspective impact the story that they are telling? **(RL.7.6)**


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- How do specific word choices impact the reader experience? (RL.7.4)
- How is that perspective different from that of other characters and/or the reader? **(RL.7.6)**
- How do students prepare for discussions through reading and analyzing? **(SL.7.1a)**

**Reflective**

- How does recognizing common themes in writing improve the students' experience in reading? (RL.7.2)
- Why is it important to understand figurative language as commonly used in text? (RL.7.4)
- How does analyzing the reliability of a narrator help students understand the story better? **(RL.7.6)**
- How does being prepared for a formal discussion lead to a more successful discussion? **(SL.7.1a)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.7.6 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.**
- **SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.**
- **RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of**


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**rhymes and other repetitions of sounds (e.g., alliteration)**

- **RL.7.5** Analyze how a drama's or poem's form or structure contributes to its meaning.
- **RL.7.7** Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).
- **RL.7.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
- **RL.7.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.7.12.a** Interpret figures of speech in context.
- **RL.7.12.b** Use the relationship between particular words to better understand each of the words.
- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically
- **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **SL.7.1.c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **SL.7.1.d** Acknowledge new information expressed by others and, when warranted, modify their own views.
- **SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.


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# English Language Arts
# Grade 7

## Unit 5
## Who Can You Trust?: Using Evidence To Understand and Create Arguments

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students evaluate sources to determine credibility when researching a topic?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will explore multiple sources to determine reliability on a given topic. Students will produce an argumentative essay using research to support their claim.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What makes a valid argument that can be supported by evidence? **(W.7.1)**
- When using evidence what is required to acknowledge to avoid plagiarism of the original source? **(W.7.8)**
- What is the difference between a direct quote and paraphrase? (W.7.8)
- What are the common standards in which people write in academic settings? (W.7.10)

**Process**

- How do students determine what evidence is relevant in regards to presenting an argument? (RI.7.1)
- How does an author develop central ideas throughout a text? (RI.7.2)
- How does a student create an effective argument supported by evidence? (**W.7.1)**


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- How can students gather relevant and credible information from sources? **(W.7.8)**
- How does a student directly quote evidence or paraphrase information to avoid plagiarism? (W.7.8)
- How do students use the conventions of the English language to convey their ideas? (W.7.10)

**Reflective**

- Why is it important to to remain objective when writing a summary of informational text? (RI.7.2)
- How does comparing central ideas across multiple texts help me to understand the topic better? (RI.7.2)
- Why is it important to be able to create a well constructed argument with claims and evidence that support the claim? **(W.7.1)**
- Why should students use  multiple credible sources to effectively convey ideas, claims or arguments? **(W.7.8)**
- Why should a student use a quote versus a paraphrase and vice versa? (W.7.8)
- How can you properly cite information to acknowledge the author? **(W.7.8)**
- Why is it important to use standard conventions of English when completing academic/formal writing? (W.7.10)
- Why is it important to gain and express accurate information objectively in the age of technology? **(W.7.8)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.7.1 Write arguments to support claims with clear reasons and relevant evidence.**
- **W.7.8 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**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*


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## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**
- **RL 7.9** Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.
- **RI.7.3** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.7.6** Determine an author's perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically
- **W.7.1.c** Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence
- **W.7.1.e** Provide a concluding statement or section that follows from and supports the
- argument presented.
- **W.7.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W 7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **W 7.9** Draw evidence from literary or informational texts to support analysis, reflection and research.


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- **SL 7.2** Draw evidence from literary or informational texts to support analysis, reflection and research.


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# English Language Arts
# Grade 7

## Unit 6
## Speaking Of Literature: Analysis and Discourse

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students apply their skills and knowledge to analyze and evaluate literary texts?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will practice and demonstrate mastery of connecting figurative language, plot elements, point of view, and characterization to trace the development of the overall theme of a text.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How does figurative and sensory language play a role in literary text? (i.e. identifying and interpreting sound devices) **(RL.7.4)**
- In what ways does point of view contribute to the message the author and characters are trying to convey through their perspective? **(RL.7.6)**

**Process**

- What specific steps can students take to interpret figurative language and understand the deeper meaning within context? **(RL.7.4)**
- How does that narrator's perspective impact the story that they are telling? Furthermore, how is it different from that of other characters and/or the reader? **(RL.7.6)**

**Reflective**

- How can students use textual evidence to share their rationales of characters, plot elements, and points of view? (RL.7.1)


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- Why is it important to recognize patterns and symbols throughout a plot in order to determine an overall theme? (RL.7.2)
- How can students use figurative language to analyze the impact of specific words and phrases and deepen their understanding of a text? **(RL.7.4)**
- How does determining the reliability of a narrator contribute to the reader's understanding of perspective and meaning? **(RL.7.6)**
- Why is it important to use standard grammar conventions of English when completing academic/formal writing? (W.7.10)

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**
- **SL.7.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text**
- **RL. 7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **RL.7.6 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.**
- **RL.7.10** Use knowledge of language and its conventions when reading to aid comprehension.


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- **RL.7.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for seventh grade.
- **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences
- **W.7.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **W.7.3.b** Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
- **W.7.3.c** Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **W.7.3.d** Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- **W.7.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.


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# English Language Arts
# 8th Grade

## Unit 1
## Writer's Craft: Seeing Through a Writer's Eye

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we learn from authors to become more strategic readers and writers?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit, students learn to read like writers. Students will analyze the craft of writing, focusing on the moves good writers make to shape the way the reader sees a scene, feels about a character, experiences an emotional impact, or leaves us wondering what will happen next. This early focus on the student writer is designed to help place student voices at the center of learning.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do specific words and phrases in the text shape its meaning and tone? I.e. metaphor, analogy, allusion **(RL.8.4)**
- What is the author's viewpoint in this text, and why do students think they wrote it? How do they respond to other opinions or evidence? **(RI.8.6)**
- How can students ensure their writing follows the rules of grammar and usage? Can they give an example of a sentence they wrote that uses correct grammar? **(W.8.10)**
- How do students contribute to group discussions? Can students share a moment when they built on someone else's idea or shared their own thoughts clearly? **(SL.8.1)**


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**Process**

- What steps do students take to analyze the author's word choices? After identifying a metaphor or a comparison, how does that affect students' understanding of the text's overall message? **(RL.8.4)**
- As students read, what methods do they use to determine the author's viewpoint? How do they evaluate the author's response to differing opinions, and what evidence supports their understanding of their perspective? **(RI.8.6)**
- What strategies do students apply to proofread their writing for grammar and usage? Can they describe the process they go through, and what sentence can they highlight that showcase correct grammar? **(W.8.10)**
- In preparing for a group discussion, what techniques do students use to express their ideas clearly? Can they describe an instance where they connected their idea to someone else's, and how did it enhance the conversation? **(SL.8.1)**

**Reflective**

- How did identifying a metaphor or comparison deepen students' understanding of the overall message of the text? **(RL.8.4)**
- How did evaluating differing opinions help students gather evidence that supports understanding of their perspective? **(RI.8.6)**
- Students consider a piece of writing they recently completed: What strategies were applied to proofread it for grammar and usage? **(W.8.10)**
- Reflect on a group discussion: What techniques were used to clearly express and connect ideas to enhance the overall understanding of the topic? **(SL.8.1)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
- **RI.8.6 Determine an author's perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).**


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- **W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**
- **RL.8.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede).
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).
- **RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **RI.8.11.a** Use context to determine the meaning of a word or phrase.
- **W.8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- **W.8.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **W.8.3.b** Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.


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- **W.8.3.c** Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
- **W.8.3.d** Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- **W.8.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **W.8.5** With some guidance and support from adults and peers, 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.
- **W.8.10.a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- **W.8.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.8.1.a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
- **SL.8.1.b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
- **SL.8.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.


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# English Language Arts
# 8th Grade

## Unit 2
## Who's to Judge? Using Text Evidence to Justify Interpretation

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does perspective and text structure impact our understanding of a story and its characters?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students explore texts with complex structure and rigorous vocabulary with the goals of perspective-taking and developing claims on the actions and motivations of characters. Student claims will be rooted in a deep understanding of the text. Tasks are designed to challenge students and encourage them to think critically, make inferences, and write arguments to support claims. Activities are complex and nuanced but help students engage in learning effectively.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What is perspective or viewpoint, and how does it influence a story? **(RL.8.6)**
- How do authors create suspense or humor through differences in character and audience perspective? **(RL.8.6)**
- What elements of a presentation make claims and findings clear and convincing? **(SL.8.4)**

**Process**

- How can students analyze a character's perspective and compare it to the audience's understanding? **(RL.8.6)**


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- How do students identify examples of dramatic irony and explain their effect on suspense or humor? **(RL 8.6)**
- What strategies can students use to organize and present information clearly with supporting evidence? **(SL 8.4)**

**Reflective**

- How does understanding different perspectives change the way students interpret a story or situation? **(RL.8.6)**
- How can students improve their presentation skills and communicate more effectively? **(RL.8.6)**
- How can students demonstrate  and apply presentation skills to new texts or real-life situations? **(SL.8.4)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.8.6 Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**
- **SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.**

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
- **RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.


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- **RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new.
- **RL.8.10** Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
- **RL.8.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- **W.8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.8.1.c** Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence
- **W.8.1.d** Establish and maintain a formal style.
- **W.8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.8.10.b** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- **SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.**
- **SL.8.1.c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.


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- **SL.8.1.d** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.


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# English Language Arts
# 8th Grade

## Unit 3
## A Discerning Eye: Evaluating Voices in A Complex World

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can critical analysis of primary sources inform the way we read, write, and think?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students use close reading skills to explore memoirs and a variety of primary source materials. As they explore these texts, students hone their critical thinking skills by evaluating the intention, the bias, and the credibility of divergent and conflicting voices.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What is the main topic or issue in each text? **(RI.8.8)**
- What is text structure? **(RL.8.5)**
- What is the purpose of different text structures? **(RL.8.5)**
- How do the texts agree or disagree about facts or ideas?(RI.8.9)
- What makes two texts present different versions of the same information? **(RI.8.9)**
- What central claim or argument does the author present in the text? **(RI.8.8)**
- What specific reasons and pieces of evidence does the author use to support this claim? **(RI.8.8)**


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**Process**

- How can students identify where texts give conflicting information? **(RI.8.9)**
- How can students identify the structure of a text? **(RL.8.5)**
- How can students tell if the disagreement is about a fact or an interpretation?**(RI.8.9)**
- How can students organize their thinking to clearly see where texts agree and disagree?**(RI.8.9)**
- How does the author's reasoning connect the evidence to the overall claim? **(RI.8.8)**
- To what extent is the evidence relevant, sufficient, and logically connected to the author's argument? **(RI.8.8)**

**Reflective**

- How does comparing conflicting information help students understand a topic better?**(RI.8.9)**
- How do different text structures change the way students process or understand a text? **(RL.8.5)**
- What is challenging about finding and analyzing disagreements between texts?**(RI.8.9)**
- How does evaluating the author's reasoning and evidence deepen students' understanding of the argument? **(RI.8.8)**
- What strategies help students determine whether the evidence is relevant, sufficient, or irrelevant? **(RI.8.8)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**
- **RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**
- **RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**


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*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI.8.6 Determine an author's perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).**
- **RI.8.11 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.**
- **RI.8.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **RI.8.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.8.12.a** Interpret figures of speech in context.
- **RI.8.12.c** Distinguish among the connotations (associations) of words with similar denotations (definitions).
- **RI.8.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
- **W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- **W.8.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- **W.8.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.


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- **W.8.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.8.2.e** Establish and maintain a formal style.
- **W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- W.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.
- **W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- W.8.10.c Form and use verbs in the active and passive voice.
- **SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.**
- **SL.8.7.a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- **SL.8.7.b** Form and use verbs in the active and passive voice.


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# English Language Arts
# 8th Grade

## Unit 4
## Unraveling Complex Text: Reading Between the Lines

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can the use of poetic and figurative language lead to a larger understanding of meaning and themes?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students will explore texts where not all ideas are made explicitly clear. Students will need to think carefully and read between the lines as they explore how the meanings of words shift and change. The activities in this unit help students apply what they learn through the study of complex texts to form and track arguments, evaluate reasoning, and explain their ideas through speaking and writing.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What are the different perspectives of the characters and the reader or audience in the text? **(RL.8.6)**
- How does the author create differences between what characters know and what the audience knows? **(RL.8.6)**
- What is the purpose of the speaking task, and who is the intended audience? **(SL.8.6)**
- What features of formal English are appropriate for this context or task? **(SL.8.6)**


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**Process**

- How does the author use differences in perspective, such as dramatic irony, to shape the reader's understanding of events? **(RL.8.6)**
- In what ways do these differences in viewpoint contribute to effects such as suspense, tension, or humor? **(RL.8.6)**
- How can the speaker adjust language, tone, and delivery to suit the audience and purpose? **(SL.8.6)**
- In what ways does the speaker demonstrate control of formal English when the situation requires it? **(SL.8.6)**

**Reflective**

- How does analyzing different perspectives deepen students' understanding of the author's purpose or the text's impact? **(RL.8.6)**
- How does recognizing techniques such as dramatic irony influence the way students interpret events in the text? **(RL.8.6)**
- How does audience, purpose and context influence the tone and formality of the speaking task? **(SL.8.6)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.8.6 Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**
- **SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.8.2** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.


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- **RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
- **RL.8.11** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
- **RL.8.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.Bulleted list with standards notation
- **RL.8.12.a** Interpret figures of speech in context.
- **RL.8.12.b** Use the relationship between particular words to better understand each of the words.
- **W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.8.10.d** Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- **W.8.11.a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- **W.8.11.b** Use an ellipsis to indicate an omission.
- **SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.**
- **SL.8.7.c** Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- **SL.8.7.d** Recognize and correct inappropriate shifts in verb voice and mood.
- **SL.8.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# 8th Grade

## Unit 5
## The Search for Truth: Investigation in The Information Age

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do we integrate information from a variety of sources and perspectives to develop a nuanced understanding of complex topics?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students deepen research skills, exploring a variety of sources on a topic of historical or societal significance. Tasks in this unit are centered on the skills necessary to avoid plagiarism, streamline the integration and transfer of information, and clarify meaning.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What information is most relevant to the research question, and which sources provide it? **(W.8.8)**
- How do the selected sources support the topic with accurate information, data, or conclusions? **(W.8.8)**
- What is the meaning of the unfamiliar or multiple-meaning word or phrase as it is used in the text? **(RI.8.11)**
- What clues in the surrounding text help clarify the meaning of the word or phrase? **(RI.8.11)**

**Process**

- How can effective search terms help locate reliable and relevant information across multiple print and digital sources? **(W.8.8)**


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- How can a researcher evaluate the credibility and accuracy of a source and correctly quote or paraphrase information while citing it properly? **(W.8.8)**
- How can context clues, word structure, or reference tools be used to determine or clarify the meaning of unfamiliar words?? **(RI.8.11)**
- How does analyzing how a word is used in the sentence or paragraph help determine its correct meaning? **(RI.8.11)**

**Reflective**

- How does evaluating the credibility and relevance of sources influence the quality of the information gathered? **(W.8.8)**
- What strategies help ensure that information is paraphrased, quoted, and cited accurately while avoiding plagiarism? **(W.8.8)**
- Which strategies are most effective in determining the meaning of unfamiliar or multiple-meaning words in the text? **(RI.8.11)**
- How does clarifying the meaning of key words or phrases strengthen overall comprehension of the text? **(RI.8.11)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.8.11 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth-grade reading and content.**
- **W.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.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.8.11.a** Use context to determine the meaning of a word or phrase.
- **RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.6 Determine an author's perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).**


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- **RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**
- **RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**
- **RI.8.10** Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
- **RI.8.11.b** Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede)
- **RI.8.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.8.12.b** Use the relationship between particular words to better understand each of the words.
- **W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.8.10.e** Recognize and correct inappropriate shifts in verb voice and mood.
- **SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.**


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# English Language Arts
# 8th Grade

## Unit 6
## Circling Back: Words, Voices, and Perspectives

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can students demonstrate mastery of skills they have developed over their course of study?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students take the skills they have practiced throughout prior units and apply them to texts and writing tasks curated by teachers. Tasks place special emphasis on the production of clear and coherent writing in a variety of lengths and purposes, highlighting a broadened understanding of the power of language.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What do key words and phrases in the text mean, including any figurative or connotative meanings? **(RL.8.4)**
- How do specific word choices, analogies, or allusions contribute to the meaning of the text? **(RL.8.4)**
- What is the task, purpose, and intended audience for the writing? **(W.8.4)**
- How is the writing organized and developed to communicate ideas clearly? **(W.8.4)**

**Process**

- How can analyzing figurative language, connotations, and references to other texts help clarify the author's intended meaning? **(RL.8.4)**
- How do the author's specific word choices influence the tone and overall impact of the text? **(RL.8.4)**


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- How can a writer organize and develop ideas to ensure clarity and coherence throughout the piece? **(W.8.4)**
- How does adjusting style and language help ensure the writing is appropriate for the task, purpose, and audience? **(W.8.4)**

**Reflective**

- How does examining figurative language and word choice deepen understanding of the text's meaning and tone? **(RL.8.4)**
- Which strategies helped analyze how language choices shape meaning and tone in the text? **(RL.8.4)**
- How effectively does the writing communicate ideas in a clear and organized way for the intended audience? **(W.8.4)**
- What revisions could strengthen the organization, development, or style of the writing? **(W.8.4)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts**.
- **W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.8.6 Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**
- **RL.8.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.8.12.c** Distinguish among the connotations (associations) of words with similar denotations (definitions).
- **RL.8.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for eighth grade.


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- **RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- **W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.8.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.**
- **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.


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# English Language Arts
# 9th Grade

## Unit 1
## The Craft of Story

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do readers analyze and writers craft a story to communicate real or imagined experiences?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will read a variety of narratives and analyze the specific techniques that writers employ to communicate a universal idea. Through citation of strong and thorough text evidence, students will analyze how complex characters develop over the course of a narrative text. These readings will inform the methods that students will use to write their own narratives so that by the end of the unit, students will write and develop narratives, real or imagined, that communicate lived experiences.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do writers develop complex characters to develop plot or theme? **(RL.9-10.3)**
- How do writers utilize figurative language and connotative meaning to create real or imagined experiences? **(RL.9-10.4)**

**Process**

- How can students effectively embed textual evidence to skillfully support both analysis and inference of the text? **(RL.9-10.1)**
- How can students effectively use narrative techniques to engage the reader and create an intentional progression of events? **(W.9-10.3)**


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- How can students recognize the impact of figurative language and connotative meaning of a text? **(RL.9-10.4)**

**Reflective**

- How can the student writer incorporate modeled narrative techniques to strengthen their own work? **(W.9-10.3)**
- How does the student's writing reflect standard English writing conventions to enhance the purpose of their story? **(W.9-10.10)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.1 Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL. 9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**
- **W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
    - **W.9-10.3a Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.**
    - **W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
    - **W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.


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- **RL.9-10.4** Determine meaning of words and phrases as used in the text, figurative and connotative and impact of word choice on meanings (focus mostly on figurative language and connotative diction)
- **RL.9-10.6** Analyze a particular point of view based on cultural experience reflected in a work of literature.
- **RL.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
- **RL.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **RL.9-10.11.a** Use context to determine the meaning of a word or phrase.
- **RL.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RL.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RL.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RL.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RL.9-10.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.9-10.3.d** Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.


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- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.10.c** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.10.c** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.c** Spell correctly.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.


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# English Language Arts
# 9th Grade

## Unit 2
## From Understanding to Explaining

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do writers establish and readers determine, then analyze, a central idea's development and purpose throughout an informational text?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will read and explore a variety of informational texts, analyze the specific techniques writers employ to communicate a central purpose, and prove how their inferences and analysis are supported through citation of strong and thorough text evidence. By reading and writing informative texts, students will be able to transition from understanding to explaining the methods by which a writer communicates their purpose.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do writers create an informative text to examine and explain ideas? **(W.9-10.2)**
- How can readers determine the central idea and purpose of a text? **(RI.9-10.2)**

**Process**

- How can students effectively embed textual evidence to skillfully support both analysis and inference of the text? **(RI.9-10.1)**
- How can students determine the meaning of unknown words encountered in informational texts? **(RI.9-10.11)**


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- How can students present their analysis to the class in a way that is informative, professional, and engaging? **(SL.9-10.4)**

**Reflective**

- How can students select the most effective textual evidence to support a claim? **(RI.9-10.1)**
- How does reading inform writing and writing inform reading? **(W.9-10.2.a)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RI.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.9-10.2.a** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
- **RI.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.


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- **RI.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RI.9-10.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.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.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.


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- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL 9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task.**


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# English Language Arts
# 9th Grade

## Unit 3
## Voices, Audience, and Rhetoric

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do writers develop and support a claim through rhetorical techniques, and how do readers use analysis and collaborative discussion to understand and communicate these ideas?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will explore a myriad of texts to examine rhetorical techniques and understand the impact of the speaker's voice and purpose on the audience, synthesizing their introductory knowledge of rhetoric through reading, writing, and discussion. Using this knowledge, students will form arguments with effective claims that show valid reasoning and relevant, sufficient evidence.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do readers determine the author's purpose through rhetorical strategies? **(RI.9-10.6)**
- How can students determine a theme or central idea of a text and analyze its development? **(RI.9-10.2)**
- How can students develop strong claims using rhetorical strategies? **(W.9-10.1)**

**Process**

- How can students use their analysis of a text to effectively participate in a classroom discussion? **(SL.9-10.1)**


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- How can students initiate and participate in collaborative discussions? **(SL.9-10.1)**
- How does a writer develop and refine a claim through word choice? (RI.9-10.5)

**Reflective**

- How does a person's lived experiences affect the way they communicate and interact with others? **(RI 9-10.6)**
- How can diverse perspectives create a greater understanding of one's community and its place in the world? **(SL.9–10.1)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
    - **W.9-10.1.a Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.**
- **RI.9-10.6 Determine an author's perspective "viewpoint" and purpose in a text and analyze how an author's use of rhetoric advances the perspective "viewpoint" and purpose.**
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.


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- **RI.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RI.9-10.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.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.
- **W.9-10.1.e** Provide a concluding statement or section that follows and supports the argument presented.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.10.b** Use parallel structure.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.


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# English Language Arts
# 9th Grade

## Unit 4
## Synthesizing the Reading & Writing Experience

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can students articulate their experiences as a reader and writer?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will demonstrate how their knowledge of reading and writing has progressed in complexity by synthesizing reading, writing, speaking, and listening skills developed over the course of the year. The reading and writing experiences of the year will combine to drive the culminating project. Students will analyze the development and purpose of a theme/central idea throughout a variety of texts by examining tone, figurative language, and connotative diction. Students will be proficient in English grammar conventions specified in the supporting standards and presentation skills that provide a clear, grade-level appropriate line of reasoning, organization, and development tailored to audience and purpose. By the end of the unit, students will recognize how reading and writing are in conversation with one another.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How can readers analyze the development of a theme through the impact of the author's words? **(RL.9-10.2)**
- How can readers present information clearly, concisely, and logically? **(SL.9-10.4)**
- How do writers use connotative meaning, figurative language, and word choice to impact meaning and tone of a text? **(RL.9-10.4)**


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**Process**

- How do readers determine central ideas and analyze language, and how do authors convey their findings with clarity, organization, and proper conventions? **(RL.9-10.2) / (W.9-10.10)**
- How can students utilize specific language choices to create an effective presentation? **(RL9-10.4) / (SL 9-10.4)**
- How does the command of the conventions of grammar support effective writing? **(W.9-10.10)**

**Reflective**

- How does reading and writing work in conjunction to inform students about themselves and the world? (**RL.9-10.2** / W.9-10.4)
- How can students take ownership of their developing writing skills? (W.9-10.5)

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.**
- **RL.9-10.4 Determine meaning of words and phrases as used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.**
- **W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **SL 9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.9-10.7** Analyze and evaluate the representation of a subject or a key scene in multiple mediums--including media, artistic and other visual formats.
- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work.


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- **RL.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **RL.9-10.11.a** Use context to determine the meaning of a word or phrase.
- **RL.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RL.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RL.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RL.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RL.9-10.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.
- **RI.9-10.7** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.10.b** Use parallel structure.


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- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **SL.9-10.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.9-10.7.a** Use parallel structure.
- **SL.9.10.7.b** Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writings or presentations.


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# English Language Arts
# 10th Grade

## Unit 1
## Authors' Choices, Voices, and Craft

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do readers analyze and make connections to the meaningful human experiences writers create within a text?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will read and analyze a variety of fictional texts in order to understand the authorial intent and complexities of the text. Within this unit, students will be able to identify and understand the thematic components, the effects of an author's choices regarding structure, order, and time, and develop their understanding via collaborative discussions. Students will summarize and analyze the complexities of literature while working to convey and discuss ideas with others.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- How is a theme or central idea developed throughout the text? **(RL.9-10.2)**
- How does an author structure, order events, or manipulate time within a text? **(RL.9-10.5)**
- How do the author's choices create effects like mystery, tension, or surprise? **(RL.9-10.5)**

**Process:**

- How can students initiate and participate in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues? **(SL.9-10.1)**
- How can students provide an objective summary of the text? **(RL.9-10.2)**
- How can students express their own ideas clearly and persuasively while building on others' ideas? **(SL.9-10.1)**


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**Reflective:**

- How can students convey their understanding of what they are reading to better understand their lives and the world? **(SL.9-10.1)**
- How can students objectively summarize and apply the content they are reading in other subject areas? **(RL.9-10.2)**
- How can students understand and analyze the complexities of what they are reading? **(RL.9-10.5)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.**
- **RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
- **RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.**
- **RL.9-10.6** Analyze a particular point of view based on cultural experience reflected in a work of literature.
- **RL.9-10.7** Analyze and evaluate the representation of a subject or a key scene in multiple mediums - including media, artistic, and other visual formats.


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- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work.
- **RL.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
- **RL.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content.
    - **RL.9-10.11.a** Use context clues to determine the meaning of a word or phrase.
    - **RL.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
    - **RL.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    - **RL.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.9-10.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - **RL.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
    - **RL.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
- **W.9-10.2b Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.**
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.9-10.2.f** Provide a concluding statement or section that follows form and supports the information or explanation presented.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.


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- **W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.9-10.1.b** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.
- **SL.9.10.1.c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- **SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **SL.9-10.7** Demonstrate command of standard English grammar and usage when speaking
- **SL.9-10.8** Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# English Language Arts
# 10th Grade

## Unit 2
## Foundations of an Effective Argument

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students as readers and writers analyze the foundations of an argument in order to become discerning consumers of information and better understand the complexities of the human experience?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will analyze nonfiction texts to understand how arguments are crafted and developed. Through the analysis of claims, evidence, and reasoning, students will articulate the author's argument, compare it to other perspectives, and organize an argument. Students will craft and justify claims and counterclaims about a topic or text.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- How does a nonfiction text's structure develop the connections being made between its central points? **(RI.9-10.3)**
- What claims and counterclaims can be made about a topic that anticipate the audience's prior knowledge, understanding, and concerns? **(W.9-10.1.b)**

**Process:**

- How can students understand how an author develops a nonfiction text in order to convey their overarching purpose? **(RI.9-10.3)**
- How can students justify their understanding of a text by utilizing evidence to support their claims and counterclaims? **(W.9-10.1.b)**


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- How can students take the lived experiences and diverse perspectives of others into consideration when analyzing and discussing a topic or texts? **(SL.9-10.1.d)**

**Reflective:**

- How can students structure their thoughts so their perspective and purpose are clear to their audience? **(RI.9-10.3)**
- How can students convey their own perspective about a topic while taking the audience into consideration? **(SL.9-10.1.d) / (W.9-10.1.b)**
- Can students respond to diverse perspectives that either agree or disagree with their understanding about a topic? **(SL.9-10.1.d)**
- What impact do diverse perspectives have on the exigence of a text? **(SL.9-10.1.d)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas/events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.**
- **W.9-10.1.b Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**
- **SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement & disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.


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- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.6** Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric advances the perspective (viewpoint) and purpose.
- **RI.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **RI.9-10.11.a** Use context to determine the meaning of a word or phrase
- **RI.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RI.9-10.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- **W.9-10.1.a** Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- **W.9-10.1.c** Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
- **W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.


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- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10 Demonstrate the command of conventions of standard English grammar and usage when writing.**
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.


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# English Language Arts
# 10th Grade

## Unit 3
## The Craft of Argument and Rhetoric

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do student writers critically evaluate information to create a coherent argument that responsibly engages with the world?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will build on their understanding of the foundations of an argument in order to craft an original argument. Through the analysis of fiction, nonfiction, and their own writing, students will examine how rhetorical strategies impact the tone and purpose of a text. Students will produce writing that incorporates relevant and sufficient evidence and reasoning to support their claims and arguments. Students' products will exhibit proficiency in the English grammar conventions specified in the supporting standards.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- What claims and counterclaims can be developed within material produced by students? **(W.9-10.1b)**
- What valid and relevant evidence within a text or student-produced material supports the claims being made? **(RI.9-10.8) / (W.9-10.1)**
- What distinguishes credible sources and reasoning from fallacious reasoning or exaggerated/distorted evidence? **(SL.9-10.3)**
- How do the figurative and connotative meanings of words impact the purpose and tone of a text? **(RL.9-10.4)**


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**Process:**

- How can students differentiate between relevant and insignificant evidence within a text? **(RI.9-10.8)**
- How can students evaluate a speaker's point of view, reasoning, use of evidence, and rhetorical strategies? **(SL.9-10.3)**
- How can students craft and develop an argument that seeks to analyze a substantive topic or text? **(W.9-10.1)**
- How can students identify and analyze the impact and effect of tone in a text? **(RL.9-10.4)**

**Reflective:**

- How can students convey their perspective about a topic or text to an audience with relevant and valid evidence? **(RI.9-10.8)**
- How can students convey their own perspective about a topic while taking the audience into consideration? **(W.9-10.1.b)**
- How can students structure their thoughts in such a way that their perspective and purpose is clear to their audience? **(RI.9-10.3)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.4 - Determine meaning of words and phrases as used in the text, figurate and connotative, and impact of word choice on meaning and tone.**
- **RI.9-10.8 - Determine and evaluate the argument and claims in a text, addressing whether reasoning is valid and evidence is relevant.**
- **W.9-10.1 - Argumentative - Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.**
- **SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**
- **W.9-10.10 - Demonstrate command of the conventions of standard English grammar and usage when writing**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*


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## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.6** Determine an author's perspective "viewpoint" and purpose in a text and analyze how an author's use of rhetoric advances the perspective "viewpoint" and purpose.
- **RI.9-10.7** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **RI.9-10.9** Analyze documents of historical and literary significance, including how they address related themes and concepts.
- **RI.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
- **RI.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **W.9-10.1.a** Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- **W.9-10.1.b Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**
- **W.9-10.1.c** Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
- **W.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.
- **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.2** Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.


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- **W.9-10.2.a** Introduce a topic clearly; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **W.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.**
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.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.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.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.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **W.9-10.10.c** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.


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- **W.9-10.11.c** Spell correctly.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**
- **SL.9-10.1c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- **SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**
- **SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
- **SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.**
- **SL.9-10.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate


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# English Language Arts
# 10th Grade

## Unit 4
## Sustained Inquiry-Based Research

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students conduct inquiry and research in order to participate in broader conversations?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will utilize their collective prior skills and knowledge to conduct research and present their findings to an identified audience. Students will evaluate and synthesize multiple sources into a cohesive product in response to a student-generated question or problem. By conducting sustained research, students will engage and participate in discourse around their topic.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- What details, facts, or information should be included when taking the audience's knowledge of students' topics into consideration? **(W.9-10.2b)**
- What are the qualities of an effective research question? **(W.9-10.7)**
- What are the components of a presentation that are appropriate for students' purposes, audiences, and tasks? **(SL.9.10.4)**

**Process:**

- How can students organize their findings and information to create an original product? **(W.9-10.2b)**
- How can students conduct short as well as more sustained research projects to respond to a student-developed question or problem? **(W.9-10.7)**


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- How can students present their findings in a clear way to an audience? **(SL.9-10.4)**

**Reflective:**

- How can students narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject in such a way that they demonstrate understanding? **(W.9-10.7)**
- How can students build stamina to persevere through a sustained project? **(W.9-10.7)**
- How can students present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task? **(SL.9-10.4)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.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.**
- **W.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.**
- **SL.9-10.4 - Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.


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- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.**
- **RI.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **RI.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.1.a** Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- **W.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.
- **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.2** Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.9-10.2.a** Introduce a topic clearly; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.


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- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.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.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.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.
- **W.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
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**


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# Honors English Language Arts
# 9th Grade

## Unit 1
## The Craft of Story

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do readers analyze and writers craft a story to communicate real or imagined experiences?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will read a variety of narratives and analyze the specific techniques that writers employ to communicate a universal idea. Through citation of strong and thorough text evidence, students will analyze how complex characters develop over the course of a narrative text. These readings will inform the methods that students will use to write their own narratives so that by the end of the unit, students will write and develop narratives, real or imagined, that communicate lived experiences.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do writers develop complex characters to develop plot or theme? **(RL.9-10.3)**
- How do writers utilize figurative language and connotative meaning to create real or imagined experiences? **(RL.9-10.4)**


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**Process**

- How can students effectively embed textual evidence to skillfully support both analysis and inference of the text? **(RL.9-10.1)**
- How can students effectively use narrative techniques to engage the reader and create an intentional progression of events? **(W.9-10.3)**
- How can students recognize the impact of figurative language and connotative meaning of a text? **(RL.9-10.4)**

**Reflective**

- How can the student writer incorporate modeled narrative techniques to strengthen their own work? **(W.9-10.3)**
- How does the student's writing reflect standard English writing conventions to enhance the purpose of their story? **(W.9-10.10)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.1 Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **RL. 9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**
- **W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
    - **W.9-10.3a Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.**
    - **W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
    - **W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*


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## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
- **RL.9-10.4** Determine meaning of words and phrases as used in the text, figurative and connotative and impact of word choice on meanings (focus mostly on figurative language and connotative diction)
- **RL.9-10.6** Analyze a particular point of view based on cultural experience reflected in a work of literature.
- **RL.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
- **RL.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **RL.9-10.11.a** Use context to determine the meaning of a word or phrase.
- **RL.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RL.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RL.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RL.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RL.9-10.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.9-10.3.d** Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.


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- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.10.c** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.10.c** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.c** Spell correctly.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.


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# Honors English Language Arts
# 9th Grade

## Unit 2
## From Understanding to Explaining

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do writers establish and readers determine, then analyze, a central idea's development and purpose throughout an informational text?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will read and explore a variety of informational texts, analyze the specific techniques writers employ to communicate a central purpose, and prove how their inferences and analysis are supported through citation of strong and thorough text evidence. By reading and writing informative texts, students will be able to transition from understanding to explaining the methods by which a writer communicates their purpose.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do writers create an informative text to examine and explain ideas? **(W.9-10.2)**
- How can readers determine the central idea and purpose of a text? **(RI.9-10.2)**


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**Process**

- How can students effectively embed textual evidence to skillfully support both analysis and inference of the text? **(RI.9-10.1)**
- How can students determine the meaning of unknown words encountered in informational texts? **(RI.9-10.11)**
- How can students present their analysis to the class in a way that is informative, professional, and engaging? **(SL.9-10.4)**

**Reflective**

- How can students select the most effective textual evidence to support a claim? **(RI.9-10.1)**
- How does reading inform writing and writing inform reading? **(W.9-10.2.a)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RI.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.9-10.2.a** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.


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- **RI.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
- **RI.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RI.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RI.9-10.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.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.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.


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- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL 9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task.**


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# Honors English Language Arts
# 9th Grade

## Unit 3
## Voices, Audience, and Rhetoric

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do writers develop and support a claim through rhetorical techniques, and how do readers use analysis and collaborative discussion to understand and communicate these ideas?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will explore a myriad of texts to examine rhetorical techniques and understand the impact of the speaker's voice and purpose on the audience, synthesizing their introductory knowledge of rhetoric through reading, writing, and discussion. Using this knowledge, students will form arguments with effective claims that show valid reasoning and relevant, sufficient evidence.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How do readers determine the author's purpose through rhetorical strategies? **(RI.9-10.6)**
- How can students determine a theme or central idea of a text and analyze its development? **(RI.9-10.2)**


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- How can students develop strong claims using rhetorical strategies? **(W.9-10.1)**

**Process**

- How can students use their analysis of a text to effectively participate in a classroom discussion? **(SL.9-10.1)**
- How can students initiate and participate in collaborative discussions? **(SL.9-10.1)**
- How does a writer develop and refine a claim through word choice? (RI.9-10.5)

**Reflective**

- How does a person's lived experiences affect the way they communicate and interact with others? **(RI 9-10.6)**
- How can diverse perspectives create a greater understanding of one's community and its place in the world? **(SL.9–10.1)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
    - **W.9-10.1.a Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.**
- **RI.9-10.6 Determine an author's perspective "viewpoint" and purpose in a text and analyze how an author's use of rhetoric advances the perspective "viewpoint" and purpose.**
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*


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## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RI.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RI.9-10.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.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.
- **W.9-10.1.e** Provide a concluding statement or section that follows and supports the argument presented.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.10.b** Use parallel structure.


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- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.


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# Honors English Language Arts
# 9th Grade

## Unit 4
## Synthesizing the Reading & Writing Experience

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can students articulate their experiences as a reader and writer?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will demonstrate how their knowledge of reading and writing has progressed in complexity by synthesizing reading, writing, speaking, and listening skills developed over the course of the year. The reading and writing experiences of the year will combine to drive the culminating project. Students will analyze the development and purpose of a theme/central idea throughout a variety of texts by examining tone, figurative language, and connotative diction. Students will be proficient in English grammar conventions specified in the supporting standards and presentation skills that provide a clear, grade-level appropriate line of reasoning, organization, and development tailored to audience and purpose. By the end of the unit, students will recognize how reading and writing are in conversation with one another.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- How can readers analyze the development of a theme through the impact of the author's words? **(RL.9-10.2)**


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- How can readers present information clearly, concisely, and logically? **(SL.9-10.4)**
- How do writers use connotative meaning, figurative language, and word choice to impact meaning and tone of a text? **(RL.9-10.4)**

**Process**

- How do readers determine central ideas and analyze language, and how do authors convey their findings with clarity, organization, and proper conventions? **(RL.9-10.2) / (W.9-10.10)**
- How can students utilize specific language choices to create an effective presentation? **(RL9-10.4) / (SL 9-10.4)**
- How does the command of the conventions of grammar support effective writing? **(W.9-10.10)**

**Reflective**

- How does reading and writing work in conjunction to inform students about themselves and the world? (**RL.9-10.2** / W.9-10.4)
- How can students take ownership of their developing writing skills? (W.9-10.5)

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.**
- **RL.9-10.4 Determine meaning of words and phrases as used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.**
- **W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **SL 9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*


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## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.9-10.7** Analyze and evaluate the representation of a subject or a key scene in multiple mediums--including media, artistic and other visual formats.
- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work.
- **RL.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **RL.9-10.11.a** Use context to determine the meaning of a word or phrase.
- **RL.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RL.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RL.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RL.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RL.9-10.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.
- **RI.9-10.7** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.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.


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- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
- **W.9-10.10.b** Use parallel structure.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **SL.9-10.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.9-10.7.a** Use parallel structure.
- **SL.9.10.7.b** Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writings or presentations.


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# Honors English Language Arts
# 10th Grade

## Unit 1
## Authors' Choices, Voices, and Craft

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do readers analyze and make connections to the meaningful human experiences writers create within a text?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will read and analyze a variety of fictional texts in order to understand the authorial intent and complexities of the text. Within this unit, students will be able to identify and understand the thematic components, the effects of an author's choices regarding structure, order, and time, and develop their understanding via collaborative discussions. Students will summarize and analyze the complexities of literature while working to convey and discuss ideas with others.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- How is a theme or central idea developed throughout the text? **(RL.9-10.2)**
- How does an author structure, order events, or manipulate time within a text? **(RL.9-10.5)**
- How do the author's choices create effects like mystery, tension, or surprise? **(RL.9-10.5)**


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**Process:**

- How can students initiate and participate in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues? **(SL.9-10.1)**
- How can students provide an objective summary of the text? **(RL.9-10.2)**
- How can students express their own ideas clearly and persuasively while building on others' ideas? **(SL.9-10.1)**

**Reflective:**

- How can students convey their understanding of what they are reading to better understand their lives and the world? **(SL.9-10.1)**
- How can students objectively summarize and apply the content they are reading in other subject areas? **(RL.9-10.2)**
- How can students understand and analyze the complexities of what they are reading? **(RL.9-10.5)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.**
- **RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.


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- **RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.**
- **RL.9-10.6** Analyze a particular point of view based on cultural experience reflected in a work of literature.
- **RL.9-10.7** Analyze and evaluate the representation of a subject or a key scene in multiple mediums - including media, artistic, and other visual formats.
- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work.
- **RL.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
- **RL.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content.
    - **RL.9-10.11.a** Use context clues to determine the meaning of a word or phrase.
    - **RL.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
    - **RL.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    - **RL.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RL.9-10.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - **RL.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
    - **RL.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
- **W.9-10.2b Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.**


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- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.9-10.2.f** Provide a concluding statement or section that follows form and supports the information or explanation presented.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.**
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.9-10.1.b** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.
- **SL.9.10.1.c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- **SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **SL.9-10.7** Demonstrate command of standard English grammar and usage when speaking
- **SL.9-10.8** Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# Honors English Language Arts
# 10th Grade

## Unit 2
## Foundations of an Effective Argument

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students as readers and writers analyze the foundations of an argument in order to become discerning consumers of information and better understand the complexities of the human experience?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will analyze nonfiction texts to understand how arguments are crafted and developed. Through the analysis of claims, evidence, and reasoning, students will articulate the author's argument, compare it to other perspectives, and organize an argument. Students will craft and justify claims and counterclaims about a topic or text.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- How does a nonfiction text's structure develop the connections being made between its central points? **(RI.9-10.3)**
- What claims and counterclaims can be made about a topic that anticipate the audience's prior knowledge, understanding, and concerns? **(W.9-10.1.b)**


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**Process:**

- How can students understand how an author develops a nonfiction text in order to convey their overarching purpose? **(RI.9-10.3)**
- How can students justify their understanding of a text by utilizing evidence to support their claims and counterclaims? **(W.9-10.1.b)**
- How can students take the lived experiences and diverse perspectives of others into consideration when analyzing and discussing a topic or texts? **(SL.9-10.1.d)**

**Reflective:**

- How can students structure their thoughts so their perspective and purpose are clear to their audience? **(RI.9-10.3)**
- How can students convey their own perspective about a topic while taking the audience into consideration? **(SL.9-10.1.d) / (W.9-10.1.b)**
- Can students respond to diverse perspectives that either agree or disagree with their understanding about a topic? **(SL.9-10.1.d)**
- What impact do diverse perspectives have on the exigence of a text? **(SL.9-10.1.d)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas/events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.**
- **W.9-10.1.b Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**
- **SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement & disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*


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## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.6** Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric advances the perspective (viewpoint) and purpose.
- **RI.9-10.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- **RI.9-10.11.a** Use context to determine the meaning of a word or phrase
- **RI.9-10.11.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **RI.9-10.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
- **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- **W.9-10.1.a** Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- **W.9-10.1.c** Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.


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- **W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.9-10.10 Demonstrate the command of conventions of standard English grammar and usage when writing.**
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**
- **SL.9-10.1.a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.


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# Honors English Language Arts
# 10th Grade

## Unit 3
## The Craft of Argument and Rhetoric

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do student writers critically evaluate information to create a coherent argument that responsibly engages with the world?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will build on their understanding of the foundations of an argument in order to craft an original argument. Through the analysis of fiction, nonfiction, and their own writing, students will examine how rhetorical strategies impact the tone and purpose of a text. Students will produce writing that incorporates relevant and sufficient evidence and reasoning to support their claims and arguments. Students' products will exhibit proficiency in the English grammar conventions specified in the supporting standards.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- What claims and counterclaims can be developed within material produced by students? **(W.9-10.1b)**
- What valid and relevant evidence within a text or student-produced material supports the claims being made? **(RI.9-10.8) / (W.9-10.1)**


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- What distinguishes credible sources and reasoning from fallacious reasoning or exaggerated/distorted evidence? **(SL.9-10.3)**
- How do the figurative and connotative meanings of words impact the purpose and tone of a text? **(RL.9-10.4)**

**Process:**

- How can students differentiate between relevant and insignificant evidence within a text? **(RI.9-10.8)**
- How can students evaluate a speaker's point of view, reasoning, use of evidence, and rhetorical strategies? **(SL.9-10.3)**
- How can students craft and develop an argument that seeks to analyze a substantive topic or text? **(W.9-10.1)**
- How can students identify and analyze the impact and effect of tone in a text? **(RL.9-10.4)**

**Reflective:**

- How can students convey their perspective about a topic or text to an audience with relevant and valid evidence? **(RI.9-10.8)**
- How can students convey their own perspective about a topic while taking the audience into consideration? **(W.9-10.1.b)**
- How can students structure their thoughts in such a way that their perspective and purpose is clear to their audience? **(RI.9-10.3)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.9-10.4 - Determine meaning of words and phrases as used in the text, figurate and connotative, and impact of word choice on meaning and tone.**
- **RI.9-10.8 - Determine and evaluate the argument and claims in a text, addressing whether reasoning is valid and evidence is relevant.**
- **W.9-10.1 - Argumentative - Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.**
- **SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**


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- **W.9-10.10 - Demonstrate command of the conventions of standard English grammar and usage when writing**

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.6** Determine an author's perspective "viewpoint" and purpose in a text and analyze how an author's use of rhetoric advances the perspective "viewpoint" and purpose.
- **RI.9-10.7** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **RI.9-10.9** Analyze documents of historical and literary significance, including how they address related themes and concepts.
- **RI.9-10.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
- **RI.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **W.9-10.1.a** Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- **W.9-10.1.b Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**
- **W.9-10.1.c** Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
- **W.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.
- **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.


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- **W.9-10.2** Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.9-10.2.a** Introduce a topic clearly; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **W.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.**
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.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.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.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.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **W.9-10.10.c** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.


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- **W.9-10.11.a** Use a semicolon to link two or more closely related independent clauses.
- **W.9-10.11.b** Use a colon to introduce a list or quotation.
- **W.9-10.11.c** Spell correctly.
- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**
- **SL.9-10.1c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- **SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**
- **SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
- **SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.**
- **SL.9-10.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate


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# Honors English Language Arts
# 10th Grade

## Unit 4
## Sustained Inquiry-Based Research

Honors students will strive for advanced levels of proficiency when reading, writing, speaking and listening, as assessed with the state-provided performance level descriptors. This will be accomplished through pacing, complexity of texts and writing tasks, classroom learning experiences, and assessments.

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do students conduct inquiry and research in order to participate in broader conversations?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will utilize their collective prior skills and knowledge to conduct research and present their findings to an identified audience. Students will evaluate and synthesize multiple sources into a cohesive product in response to a student-generated question or problem. By conducting sustained research, students will engage and participate in discourse around their topic.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content:**

- What details, facts, or information should be included when taking the audience's knowledge of students' topics into consideration? **(W.9-10.2b)**
- What are the qualities of an effective research question? **(W.9-10.7)**
- What are the components of a presentation that are appropriate for students' purposes, audiences, and tasks? **(SL.9.10.4)**


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**Process:**

- How can students organize their findings and information to create an original product? **(W.9-10.2b)**
- How can students conduct short as well as more sustained research projects to respond to a student-developed question or problem? **(W.9-10.7)**
- How can students present their findings in a clear way to an audience? **(SL.9-10.4)**

**Reflective:**

- How can students narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject in such a way that they demonstrate understanding? **(W.9-10.7)**
- How can students build stamina to persevere through a sustained project? **(W.9-10.7)**
- How can students present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task? **(SL.9-10.4)**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **W.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.**
- **W.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.**
- **SL.9-10.4 - Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.**


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*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.**
- **RI.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **RI.9-10.11.c** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- **RI.9-10.11.d** Verify the preliminary determination of the meaning of a word or phrase.
- **RI.9-10.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.9-10.12.a** Interpret figures of speech in context and analyze their role in the text.
- **RI.9-10.12.b** Analyze nuances in the meaning of words with similar denotations.
- **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.1.a** Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
- **W.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.
- **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.


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- **W.9-10.2** Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **W.9-10.2.a** Introduce a topic clearly; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.d** Use precise language and domain specific vocabulary to manage the complexity of the topic.
- **W.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.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **W.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.
- **W.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.
- **W.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
- **W.9-10.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.9-10.10.a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **W.9-10.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.


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- **W.9-10.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences
- **SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively**


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# MATHEMATICS

## Draft Curriculum Documents

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Accelerated Math 7
Algebra I
Double-Block Algebra I
Algebra II
Honors Algebra II
Geometry
Honors Geometry

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### Summary Information

Curriculum documents for Accelerated Math 7 are new, as the Accelerated Math 7 course will first be taught in 2026-27. Accelerated Math 7 covers the second half of the 7th grade math standards and all of the 8th grade math standards, so both 7th and 8th grade standards will display on this document.

Curriculum documents for Algebra 1, Geometry, Algebra 2, Double-Block Algebra 1, Honors Geometry, and Honors Algebra 2 have been rewritten to accompany our new curricular resource, Imagine Learning. The document for Double-Block Algebra 1 is the same as the Algebra 1 document, as the Double-Block Algebra 1 course covers the same standards but with extended time. The documents for Honors Geometry & Honors Algebra 2 are similar to the documents for Geometry & Algebra 2; however, they contain additional power standards, and each honors course contains one additional curricular unit.

# Accelerated Math 7
## Middle School

## Unit #A
## Proportional Reasoning: Percents & Statistical Samples

### Essential Question
How can proportional reasoning be used to solve problems about percents and statistical sampling?

### Unit Summary
In this unit, students will use proportions to solve various percent problems. Students will use data from a relevant sample to gain information and make inferences about a larger population. Students will apply the appropriate measures of center and variability to make comparisons between sets of data.

### Guiding Questions
**Content**
- How can proportions be used to solve multi-step ratio and percent problems?
- How are statistics used to gain information about a population?
- What determines whether a sample is an accurate representation of a population?
- How can data from a sample be used to generate inferences about a population?

**Process**
- How can multiple samples reveal the accuracy of a prediction or estimation?
- How are measures of center and variability used to make inferences and comparisons between two sets of data?

**Reflective**
- What coupon would you rather have, 20% off or $20 off?
- What is a situation where it would be more appropriate to use the median instead of the mean? Why?
- If the average height of one sports team at your school is 10 cm taller than another team, what can you infer about the two teams?


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## Power Standards

**7.RP.3.** Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

## Supporting Standards

**7.SP.1.** Use statistics to gain information about a population by examining a sample of the population;

- **7.SP.1a.** Know that generalizations about a population from a sample are valid only if the sample is representative of that population and generate a valid representative sample of a population.
- **7.SP.1b.** Identify if a particular random sample would be representative of a population and justify your reasoning.

**7.SP.2.** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to informally gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

**7.SP.3.** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability (requires introduction of mean absolute deviation). *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*

**7.SP.4.** Use measures of center (mean, median and/or mode) and measures of variability (range, interquartile range and/or mean absolute deviation) for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a*


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*seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. (NOTE: Students should not have to calculate mean absolute deviation but use it to interpret data).*


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# Accelerated Math 7
## Middle School

## Unit #B
## Probability

### Essential Question
How can properties of probability be used to make educated decisions in real world situations?

### Unit Summary
Students will collect, organize and display data to find the probability of events and determine which outcomes are more likely to occur. Students understand the difference between experimental and theoretical probability and when to use each one. Students can conduct a probability experiment and analyze the results through a probability model to make educated decisions.

### Guiding Questions
**Content**

- How can probability be expressed as a number between 0 and 1?
- What happens to the experimental probability as more trials are conducted?
- How can creating probability models be helpful to compare results with expected outcomes?
- What factors cause differences between experimental and theoretical probabilities?
- How can probability models (uniform and non-uniform) be used to determine the likelihood of an event?

**Process**

- How do lists, tables, tree diagrams, and simulations help determine the probability of compound events?
- How can a model (list, table, tree diagram) be used to represent the sample space of compound events and express the probability as a fraction?


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- How can a simulation be designed and used to generate frequencies for compound events?

**Reflective**

- When rolling two dice, what is the probability that the sum of the two numbers is 8?
- What are three ways to express the probability of rolling an odd number on a six-sided die?
- How can you explain to a friend why theoretical and experimental probabilities can differ?

## Power Standards

**None**

## Supporting Standards

**7.SP.5.** Express the probability of a chance event as a number between 0 and 1 that represents the likelihood of the event occurring. (Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.)

**7.SP.6.** Collect data from a chance process (probability experiment). Approximate the probability by observing its long-run relative frequency. Recognize that as the number of trials increases, the experimental probability approaches the theoretical probability. Conversely, predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

**7.SP.7.** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

- **7.SP.7a.** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*


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- **7.SP.7b.** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

**7.SP.8.** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- **7.SP.8a.** Know that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- **7.SP.8b.** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language *(e.g. "rolling double sixes")*, identify the outcomes in the sample space which compose the event.
- **7.SP.8c.** Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*


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# Accelerated Math 7
## Middle School

## Unit #C
## Real Numbers: Rational, Irrational, & Pythagorean Theorem

### Essential Question
How can the Pythagorean Theorem be used to solve problems?

### Unit Summary
In this unit, students will build a visual understanding of irrational numbers. Students will investigate and apply the Pythagorean Theorem to solve real-world and mathematical problems.

### Guiding Questions
**Content**

- What is the difference between rational and irrational numbers?
- How does a number line help approximate and compare irrational numbers?
- How does understanding inverse operations help solve equations containing square or cube numbers?
- How can the square root of a number be classified as rational or irrational?

**Process**

- What is the relationship between the area and the side length of a square?
- How is the converse of the Pythagorean Theorem used to show a triangle is right?
- How does applying the Pythagorean Theorem help find unknown lengths in right triangles and problems in two and three dimensions?
- How can the Pythagorean Theorem be used to find the distance between two points in a coordinate system?


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**Reflective**

- How can I find the area of any square by sub-dividing it or surrounding it with a larger square?
- What strategies did you use to find the area and side length of a square with an irrational length?
- How would you estimate the value of a square root, such as $\sqrt{60?}$
- How could you find the length of any line segment on a grid?

## Power Standards

**8.G.8.** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. *For example: Finding the slant height of pyramids and cones.*

## Supporting Standards

**8.NS.1.** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

**8.NS.2.** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions *(e.g.*

- $\pi^2$*). For example, for the approximation of* $\sqrt{68}$ *, show that* $\sqrt{68}$ *is between 8 and 9 and closer to 8.*

**8.EE.1.** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where *p* is a positive rational number. Evaluate square roots of whole number perfect squares with solutions between 0 and 15 and cube roots of whole number perfect cubes with solutions between 0 and 5. Know that $\sqrt{2}$ is irrational.

**8.G.7.** Explain a proof of the Pythagorean Theorem and its converse.

**8.G.9.** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.


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# Accelerated Math 7
## Middle School

## Unit #D
## 3D Geometry

### Essential Question

How can understanding the relationships between two-dimensional and three-dimensional shapes help us solve real-world problems involving area, surface area, and volume?

### Unit Summary

In this unit, students explore how two-dimensional and three-dimensional shapes are connected through slicing, measurement, and real-world applications. They learn to calculate area, surface area, volume, arc length, and sector area while comparing and generalizing formulas for prisms, cylinders, pyramids, cones, and spheres. By the end of the unit, students use these relationships to solve problems and explain their mathematical thinking.

### Guiding Questions

**Content**

- If you slice a cylinder straight across (parallel to the base), what 2D shape is formed? How would the shape change if the slice is at an angle?
- A cone and a cylinder have the same base and height. How does the volume of the cone compare to the volume of the cylinder?

**Process**

- How can area, surface area, and volume be applied to solve real-world problems?

**Reflective**

- When solving real-world problems involving surface area or volume, how do you decide which formula to use? What clues help you?
- How would you explain how to find the volume of a prism or cylinder to a friend?


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## Power Standards

**None**

## Supporting Standards

**7.G.3**. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right cylinder.

**7.G.6.** Solve real-world and mathematical problems involving area of two-dimensional objects and volume and surface area of three-dimensional objects including cylinders and right prisms. (Solutions should **not** require students to take square roots or cube roots. *For example, given the volume of a cylinder and the area of the base, students would identify the height.*)

**8.G.10** Use the formulas or informal reasoning to find the arc length, areas of sectors, surface areas and volumes of pyramids, cones, and spheres. For example given a circle with a 60° central angle, students identify the arc length as ⅙ of the total circumference $\left(\frac{1}{6} = \frac{60}{360}\right)$.

**8.G.11** Investigate the relationship between the formulas of three dimensional geometric shapes;

- 8.G.11a. Generalize the volume formula for pyramids and cones ($V$ = 1/3Bh.).
- 8.G.11b Generalize surface area formula of pyramids and cones (SA = B + 1/2Pl).

**8.G.12** Solve real-world and mathematical problems involving arc length, area of two-dimensional shapes including sectors, volume and surface area of three-dimensional objects including pyramids, cones and spheres.


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# Accelerated Math 7
## Middle School

## Unit #E
## Angle Relationships

### Essential Question
How can angle relationships be used to solve mathematical problems?

### Unit Summary
Students explore and understand concepts of angles and angle measurement. Students investigate and informally prove the relationship between angles that are created when parallel lines are cut by a transversal. Students examine the relationships between exterior and interior angles of a triangle and construct triangles given a variety of conditions.

### Guiding Questions
**Content**
- What is the relationship between the number of degrees in an angle and a circle measuring 360 degrees?
- How can we classify angles that are created when two rays share a common endpoint based on the degree measurement?
- How can an angle be measured and constructed using a protractor?
- How can algebraic reasoning and the angle properties be used to solve for unknown angle measures in a variety of problems?

**Process**
- How can the properties of complementary, supplementary, adjacent and vertical angles be used to solve problems?
- What is the relationship between angle sums and exterior angle sums of triangles?
- How can angles be used to prove triangles are similar?
- How can you use angle measures and side lengths to create multiple and unique triangles, or determine that no triangle is possible?


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**Reflective**

- How can I use the relationships between parallel lines cut by a transversal to find multiple missing angle measures in a diagram?
- How can I construct triangles using given angle measures and/or side lengths?
- How do I use algebra to create and solve equations to find unknown angle measures in a problem?

## Power Standards

**8.G.1.** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

- 8.G.1a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through
- $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
- 8.G.1b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

**8.G.4**. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and use them to solve simple equations for an unknown angle in a figure.

**8.G.5.** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

## Supporting Standards

**8.G.2.** Measure angles in whole-number degrees using a protractor. Draw angles of specified measure using a protractor and straight edge.


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**8.G.3.** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, *e.g. by using an equation with a symbol for the unknown angle measure.*

**8.G.6.** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on drawing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.


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# Accelerated Math 7
## Middle School

## Unit #F
## Linear Relationship: Slope, Linear Equations, & Systems

### Essential Question
How can algebraic equations and inequalities be used to model, analyze, and solve real-world situations?

### Unit Summary
In this unit, students will solve equations and inequalities in one variable. Students will investigate and identify equations with a variety of solutions. Students will write equations and inequalities to model real world situations. Students can distinguish between proportional and non-proportional relationships.

### Guiding Questions
**Content**

- How are properties used to solve one-step, two-step, and multi-step equations and inequalities, including those with rational coefficients?
- What is the difference between the solution(s) of an equation and an inequality?
- What method can be used to prove a solution(s) to an equation or inequality is true?
- What does it mean if an equation has one, no, or infinite solutions?
- How is the distributive property and collecting like terms used to solve linear equations and inequalities?

**Process**

- How can similar triangles be used to prove the slope is the same between any two points on a line?
- How do I find the slope between any two points?
- What are the differences between proportional and nonproportional linear relationships?


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**Reflective**

- Using the equation $3(2x + 5) = ax + b$, how can you find a value for *a* and a value for *b* so that there are infinitely many, one, or no solution for the value of *x* that make the equation true?
- How would I tell a friend how to solve $\frac{1}{3}x - 5 + 171 = x$?
- How would I explain the differences between various forms of proportional and non-proportional relationships?

## Power Standards

**8.EE.4.** Graph proportional relationships, interpreting its unit rate as the slope (m) of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

**8.EE.5.** Use similar triangles to explain why the slope (m) is the same between any two distinct points on a non-vertical line in the coordinate plane and extend to include the use of the slope formula $(m = \frac{y_2 - y_1}{x_2 - x_1}$ when given two coordinate points $(x_1, y_1)$ and $(x_2, y_2)$). Generate the equation $y = mx$ for a line through the origin (proportional) and the equation $y = mx + b$ for a line with slope *m* intercepting the vertical axis at y-intercept *b* (not proportional when $b \neq 0$).

**8.EE.7.** Fluently (efficiently, accurately, and flexibly) solve one-step, two-step, and multi-step linear equations and inequalities in one variable, including situations with the same variable appearing on both sides of the equal sign.

- **8.EE.7a.** Give examples of linear equations in one variable with one solution ( $x = a$), infinitely many solutions ($a = a$), or no solutions ($a = b$). Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a,\ a = a,\ or\ a = b$results (where *a* and *b* are different numbers).
- **8.EE.7b**. Solve linear equations and inequalities with rational number coefficients, including equations/inequalities whose solutions require expanding and/or factoring expressions using the distributive property and


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collecting like terms.

## Supporting Standards

**None**


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# Accelerated Math 7
## Middle School

## Unit #G
## Functions: Linear & Nonlinear Relationships

### Essential Question
How can functions be used to describe real-world situations, model predictions, and solve problems?

### Unit Summary
Students will discover the meaning of a function and investigate how it can be presented in various forms, including graphs, tables, equations and visual patterns. Students will construct and analyze functions that model linear relationships and distinguish how they are different from non-linear functions.

### Guiding Questions
**Content**
- When is the relationship between two quantities considered a function?
- How can linear functions be represented and compared in various forms?
- What are examples of linear and nonlinear functions?
- How do you determine and interpret the rate of change and initial value in order to construct various forms of linear functions?

**Process**
- What can you infer about a situation given a sketch of a graph?
- How can proportional relationships in different forms (graphs, equations, tables) be compared?

**Reflective**
- How can I  translate among representations of functions and describe how aspects of functions are reflected in different representations?
- How would I explain to a friend how to derive an equation for a line?

### Power Standards
**8.F.2** Compare properties of two linear functions represented in a variety of ways


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(algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change, the greater y-intercept, or the point of intersection.*

**8.F.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two ($x$, $y$) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

## Supporting Standards

**8.F.1** Explain that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *(Function notation is not required in Grade 8.)*

**8.F.3.** Interpret the equation

$y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function* $A = s^2$ *giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

**8.F.5** Describe qualitatively the functional relationship between two quantities by analyzing a graph *(e.g. where the function is increasing or decreasing, linear or nonlinear).* Sketch a graph that exhibits the qualitative features of a function that has been described verbally.


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# Accelerated Math 7
## Middle School

## Unit #H
## Linear Models: What's in the Data?

### Essential Question
How does investigating patterns in data help us solve problems?

### Unit Summary
Students will investigate patterns of association in bivariate data. Students will use linear models to solve problems.

### Guiding Questions
**Content**
- What kind of patterns of associations can be found in bivariate data represented as a scatter plot?
- How is a straight line used to model relationships between two quantities?

**Process**
- How is a linear equation used to make predictions about bivariate data and solve problems?
- How can the slope and y-intercept be interpreted in the context of a real world problem?

**Reflective**
- Why is a scatter plot a good representation of bivariate data?
- How do outliers and/or clustering influence data analysis?
- How do scatter plots and lines of best fit enable you to make predictions about data?
- What types of patterns did you notice when investigating a variety of scatter plots of data?

### Power Standards
**None**


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## Supporting Standards

**8.SP.1.** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

**8.SP.2.** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

**8.SP.3.** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height*.


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# Accelerated Math 7
## Middle School

## Unit #I
## Integer Exponents: Scientific Notation

### Essential Question
How can scientific notation help us solve problems about our world?

### Unit Summary
Students use scientific notation to represent very large and small quantities and solve problems.

### Guiding Questions
**Content**
- How can very large and very small quantities be represented with standard notation?
- How can numbers written in scientific notation be compared?

**Process**
- How is standard form converted to scientific notation and scientific notation converted to standard form?

**Reflective**
- How do you choose an appropriate unit for measurements using scientific notation?
- What quantities in the real world are best represented with scientific notation?

### Power Standards
**None**

### Supporting Standards
**8.EE.2.** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the


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world population is more than 20 times larger.

**8.EE.3.** Read and write numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g. use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.


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# Algebra 1 Double Block
## High School

## Unit #1
## One-Variable Statistics

### Essential Question
How can we use statistical measures and data displays to make sense of data, compare groups, and draw meaningful conclusions about real-world situations?

### Unit Summary
In this unit, students collect, display, and analyze data using measures of center and variability, including mean, median, interquartile range, and population standard deviation. They build on prior knowledge by focusing on interpreting data displays, using technology to calculate statistics, and analyzing variability, outliers, and comparisons between data sets. The unit concludes with students designing a statistical investigation, collecting data, and using statistical reasoning to draw meaningful conclusions about real-world situations.

### Guiding Questions
**Content**

- What makes a question statistical, and how can I tell the difference between numerical and categorical data?
- How do different data displays and summary statistics (five-number summary, mean, median, IQR, standard deviation) describe the same data set in different ways?
- How do distribution shape and outliers affect measures of center and variability?

**Process**

- How do I choose and create the most effective data display to represent and communicate data clearly?
- How can I use spreadsheets and technology to calculate statistics, explore relationships, and test “what if” changes in data?


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- What steps do I take to investigate outliers and decide how they should be interpreted or handled?

**Reflective**

- How does understanding statistics help me make sense of information I see in the news, social media, or everyday life?
- How can comparing measures of center and variability help me make fair and informed decisions?
- How has using technology changed the way I analyze data and communicate conclusions?

## Power Standards

- **S.ID.1. (9/10)** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- **S.ID.2. (9/10)** Interpret differences in shape, center, and spread in the context of the data sets using dot plots, histograms, and box plots, accounting for possible effects of extreme data points (outliers).

## Supporting Standards

- **No Supporting Standards**


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# Algebra 1 Double Block
## High School

## Unit #2
## Linear Equations and Systems

### Essential Question
How can linear equations and systems be used to model situations and determine unknown values in multiple, equivalent ways?

### Unit Summary
In this unit, students build on prior knowledge to write and solve linear equations that represent real-world situations. They use valid algebraic moves to create equivalent equations and isolate variables, developing a deeper understanding of equation solving. Students solve systems of linear equations using graphing, substitution, and elimination, and explain why each method correctly identifies the solution.

### Guiding Questions
**Content**

- How do constraints and variable quantities shape the equations and systems that model a real-world situation?
- How are linear equations, their graphs, tables, and solutions connected, and what does a solution mean in context?
- What determines how many solutions a linear equation or system of equations has, and how can this be seen algebraically and graphically?

**Process**

- How can I use representations—such as equations, tables, diagrams, and graphs—to make sense of a situation and find solutions?
- How do I decide which algebraic moves or solution methods (graphing, substitution, elimination) are most efficient and why they work?
- How can rewriting equations in different but equivalent forms help me isolate variables, identify slope and intercepts, or solve systems?


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**Reflective**

- How does modeling situations with equations help me analyze choices, limits, and outcomes in real life?
- How has learning multiple solution strategies made me more flexible and confident when solving complex problems?
- Where do I see systems of equations used to compare options, predict outcomes, or solve practical problems outside of math class?

## Power Standards

- **A.REI.6a. (9/10)** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- **A.REI.6b (9/10)** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x+2y=5 and 3x+2y=6 have no solution because 3x+2y cannot simultaneously be 5 and 6.*
- **A.REI.6c. (9/10)** Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*
- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.
- **F.IF.8a. (9/10)** Use different forms of linear functions, such as slope-intercept, standard, and point-slope form to show rate of change and intercepts.

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.3. (all)** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.


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- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.8 (all)** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).


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# Algebra 1 Double Block
## High School

## Unit #3
## Two-Variable Statistics

### Essential Question
How can we use statistical models and data displays to identify, measure, and interpret relationships between variables—and decide what those relationships do and do not tell us about the world?

### Unit Summary
In this unit, students analyze relationships between two variables using statistical methods. They examine categorical data in two-way tables and numerical data in scatter plots, using technology to create lines of best fit and evaluate models with residuals and correlation coefficients. Students interpret slope and intercept, make predictions, and distinguish between correlation and causation in real-world contexts.

### Guiding Questions
**Content**

- How do two-way tables and relative frequency tables help a person identify and describe possible associations between categorical variables?
- How do the rate of change (slope) and y-intercept of a linear model describe the relationship between two numerical variables?
- How do residuals and correlation coefficients help determine how well a linear model fits a set of data?

**Process**

- How can a person organize data into tables, graphs, and relative frequencies to clearly represent a situation?
- How does a person use technology to create scatter plots, find lines of best fit, calculate residuals, and compute correlation coefficients?
- What steps could someone take to decide whether a linear model is appropriate and how strong the relationship between variables is?


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**Reflective**

- How can analyzing data relationships help me make informed decisions in everyday situations like sports, health, or social trends?
- Why is it important to distinguish between association and causation when interpreting data?
- How has using data models and technology changed the way I understand patterns and relationships in the world around me?

## Power Standards

- **No Power Standards**

## Supporting Standards

- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **S.ID.4. (9/10)** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- **S.ID.5.** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- **S.ID.5a. (9/10)** Use a given linear function to solve problems in the context of data.
- **S.ID.5b. (9/10)** Fit a linear function to data and use it to solve problems in the context of the data.
- **S.ID.5c. (+)** Assess the fit of a function by plotting and analyzing residuals.
- **S.ID.6. (9/10)** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **S.ID.7. (11)** Compute (using technology) and interpret the correlation coefficient of a linear fit.
- **S.ID.8 (11)** Distinguish between correlation and causation.


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# Algebra 1 Double Block
## High School

## Unit #4
## Linear Inequalities and Systems

### Essential Question
How can linear inequalities and their graphs be used to represent constraints and determine all possible solutions to real-world situations?

### Unit Summary
In this unit, students build on prior knowledge to solve and graph linear inequalities by writing equivalent inequalities and interpreting solutions. They extend this work to inequalities in two variables by graphing boundary lines and identifying solution regions on the coordinate plane. Students then analyze systems of linear inequalities to represent and solve real-world situations involving multiple constraints.

### Guiding Questions
**Content**

- How do inequalities represent constraints in a situation, and why do their solutions form ranges or regions rather than single values
- How do graphs show the solutions to one-variable inequalities, two-variable inequalities, and systems of inequalities?
- How can someone tell whether a point—on or off a boundary line—satisfies an inequality or a system of inequalities?

**Process**

- How can a person choose variables and write inequalities that accurately model the constraints in a real-world situation?
- How does a person use graphs, test points, and technology to find and verify solutions to inequalities and systems of inequalities?
- How can someone connect equations, inequalities, graphs, and verbal descriptions to fully interpret a mathematical model?


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**Reflective**

- How do inequalities help me describe limits, choices, and conditions I encounter in everyday life?
- Why is it important to understand whether boundary values are included or excluded in a solution?
- How has modeling situations with systems of inequalities changed the way I approach complex decision-making problems?

## Power Standards

- **A.REI.10. (9/10)** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.CED.3. (all)** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.8 (all)** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).


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# Algebra 1 Double Block
## High School

## Unit #5
## Functions

### Essential Question
How can functions be used to model relationships between quantities and help us understand, predict, and interpret real-world situations?

### Unit Summary
In this unit, students strengthen their understanding of functions by using function notation to analyze, compare, and write function rules. They interpret graphs to describe key features, including intercepts, extrema, increasing and decreasing behavior, average rate of change, and domain and range, while modeling real-world situations. Students also explore piecewise functions, transformations of the absolute value function, and inverse linear functions to connect inputs and outputs.

### Guiding Questions
**Content**

- What conditions must be met for a relationship between two quantities to be considered a function, and how can this be shown using graphs, tables, or equations?
- How do function notation, graphs, and equations represent the same relationship between quantities, and how are inputs and outputs connected across these representations?
- How do features of a function's graph—such as intercepts, maximums, minimums, average rate of change, domain, and range—describe what is happening in a situation?

**Process**

- How can function notation be used to efficiently represent rules, calculate values, sketch graphs, and solve equations?
- What strategies help determine a reasonable domain and range when a function represents a real-world situation?


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- How can technology be used to graph functions, analyze features, compare multiple functions, and find or verify solutions?

**Reflective**

- How can understanding functions help explain, model, and predict changes in real-world situations?
- How does interpreting features such as average rate of change, intercepts, and maximums or minimums help make sense of graphs encountered outside of math class?
- How do inverse functions and absolute value functions help interpret distances, errors, and relationships in everyday contexts?

## Power Standards

- **A.REI.3a. (9/10/11)** Solve rational, absolute value and square root equations. **(9/10)** Limited to simple equations such as, $2\sqrt{x-3}+8=16$**,** $\frac{x+3}{2x-1}=5,\ x\neq\frac{1}{2}$**.**
- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.

## Supporting Standards

- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.9. (9/10/11)** Solve an equation *f(x) = g(x)* by graphing *y = f(x)* and *y = g(x) and finding the x-value of the intersection point. Include cases where f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.1. (all)** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of


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the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f(x)* .

- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.6. (9/10/11)** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **(9/10)** limited to linear functions.
- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.3. (9/10/11)** Transform parent functions $(f(x))$ by replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, $and\ f(x + k)$ for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. For **(9/10)** focus on linear, quadratic, and absolute value functions.
- **F.BF.4.** Find inverse functions.
- **F.BF.4a. (11)** Write an expression for the inverse of a function**.**
- **S.ID.5b. (9/10)** Fit a linear function to data and use it to solve problems in the context of the data.


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# Algebra 1 Double Block
## High School

## Unit #6
## Introduction to Exponential Functions

### Essential Question
How do exponential relationships model situations where change happens multiplicatively, and how can they be represented, analyzed, and compared to linear relationships?

### Unit Summary
In this unit, students explore exponential relationships and compare them to linear relationships by examining how quantities change over equal intervals. They model exponential growth and decay using tables, graphs, and equations, and later represent these relationships as functions of the form $f(x) = ab^x$. Students analyze how parameters affect graphs and use technology to interpret and solve problems involving exponential functions.

### Guiding Questions
**Content**

- What distinguishes exponential growth and decay from linear change, and how can this difference be identified in tables, equations, and graphs?
- How do the parameters $a$ and $b$ in an equation of the form $f(x) = ab^x$ affect the behavior and shape of an exponential graph?
- How do exponential expressions, percent change, and interest models represent repeated multiplicative change over time?

**Process**

- How can patterns in tables, graphs, and descriptions be used to write equations that model exponential growth or decay?
- How can graphs, rates of change, and technology be used to compare exponential and linear models and evaluate which best fits a situation?


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- How can different representations—tables, equations, graphs, and function notation—be connected to analyze exponential relationships and make predictions?

**Reflective**

- How can I compare growth patterns using calculations and graphs to explain how quantities change over time in real-life situations?
- How can I use calculations and graphs to compare growth patterns and make informed decisions about situations involving percent change, decay, or interest?
- How can I analyze growth patterns using calculations and graphs to predict long-term outcomes and determine which model makes the most sense?

## Power Standards

- **No Power Standards**

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1 + 2)^n$ *as the product of P and* $(1 + r)^n$ .
- **A.SSE.3c. (11)** Use the properties of exponents to transform expressions for exponential functions. *For example, the expression* $1.15^t$ *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features


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include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.6. (9/10/11)** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **(9/10)** limited to linear functions.
- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.LQE.1.** Distinguish between situations that can be modeled with linear functions and with exponential functions.
- **F.LQE.1a. (11)** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **F.LQE.1b. (11)** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F.LQE.1c. (11)** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).


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# Algebra 1 Double Block
## High School

## Unit #7
## Introduction to Quadratic Functions

### Essential Question
How can quadratic functions be used to model and explain situations where change accelerates, and how do their graphs and equations compare to linear and exponential models?

### Unit Summary
In this unit, students explore quadratic functions and compare their patterns of growth to linear and exponential functions. They model real-world situations—such as free-falling and projectile motion—using tables, graphs, and equations, and interpret how coefficients affect the shape and features of quadratic graphs. Students analyze quadratic functions in standard, factored, and vertex forms to understand key features and how transformations of equations impact the graphs.

### Guiding Questions
**Content**

- How can patterns that increase and then decrease be identified and distinguished from linear and exponential growth using tables, graphs, and equations?
- How do the features of a quadratic function—such as the vertex, intercepts, and shape—relate to the situation being modeled (for example, height, area, or revenue)?
- How do standard, factored, and vertex forms of a quadratic function each reveal different information about the graph and the situation it represents?

**Process**

- How can drawings, tables, graphs, and equations be used together to model and explain a quadratic situation?
- How can quadratic expressions be rewritten between standard, factored, and vertex forms to make specific features of the graph easier to identify?


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- How can information from graphs, tables, or real-world contexts be used to write and interpret quadratic functions accurately?

**Reflective**

- How can I create drawings, tables, and graphs to model real-life situations such as area, height, or revenue?
- How can I use quadratic functions to explain situations in my life that involve a maximum or minimum value?
- How has learning to represent the same quadratic relationship in multiple ways helped me better understand and solve real-world problems?

## Power Standards

- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph,


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by hand in simple cases and using technology for more complicated cases.

- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.3. (9/10/11)** Transform parent functions $(f(x))$ by replacing $f(x)$ with $f(x) + k,\ kf(x),\ f(kx),\ and\ f(x + k)$ for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. For **(9/10)** focus on linear, quadratic, and absolute value functions.


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# Algebra 1 Double Block
## High School

## Unit #8
## Quadratic Equations

### Essential Question
How can different algebraic methods be used to solve quadratic equations, and how do the solutions help us understand and interpret real-world situations?

### Unit Summary
In this unit, students develop algebraic strategies for interpreting, writing, and solving quadratic equations. They solve quadratics using reasoning, the zero product property, completing the square, and the quadratic formula, while recognizing that equations can have zero, one, or two solutions of different types. Students also rewrite quadratic expressions into vertex form to identify maximum and minimum values and apply these methods to interpret and solve real-world problems.

### Guiding Questions
**Content**

- What does it mean for a quadratic equation to have zero, one, or two solutions, and how can those solutions be interpreted in context?
- How do different forms of a quadratic expression (standard, factored, and vertex form) reveal different information about solutions, structure, and key features?
- Why do methods such as the zero product property, completing the square, and the quadratic formula correctly find solutions to quadratic equations?

**Process**

- How can a quadratic equation be rewritten into equivalent forms to make solving or interpreting it more efficient?
- How can graphs, factoring, completing the square, and the quadratic formula be used strategically to solve quadratic equations and check solutions?


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- How can patterns, algebraic structure, and properties of rational and irrational numbers be used to justify each step in solving a quadratic equation?

**Reflective**

- How can I explain the meaning of a solution to a quadratic equation in terms of the situation it represents?
- How can I choose the most efficient method to solve a quadratic equation and explain why it works?
- How has learning multiple ways to solve quadratic equations improved my confidence in solving real-world problems involving maximums, minimums, or unknown values?

## Power Standards

- **A.SSE.3a.** Factor a quadratic expression to reveal the zeros of the function it defines.
- **A.REI.5a. (9/10)** Solve quadratic equations by inspection *(e.g. for x^2 = 49),* taking square roots, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives no real solutions.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.SSE.3b. (11)** Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.4. (11)** Solve radical and rational exponent equations and inequalities in one


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variable, and give examples showing how extraneous solutions may arise.

- **A.REI.5c. (11)** Use the method of completing the square to transform and solve any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.8b. (11)** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*


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# Algebra 2
## High School

## Unit #1
## Sequences and Functions

### Essential Question
How can sequences be used to represent and model patterns of change, and how do they connect to linear and exponential functions?

### Unit Summary
In this unit, students revisit functions through the study of sequences, recognizing arithmetic and geometric sequences as linear and exponential functions with domains restricted to the integers. Students describe, represent, and analyze sequences using tables, graphs, expressions, and function notation, and develop recursive and explicit formulas to model relationships. They apply sequences to real-world situations, select appropriate models and domains, and explore sums of finite sequences, building connections to future work with series.

### Guiding Questions
**Content**

- What distinguishes an arithmetic sequence from a geometric sequence, and how can each be identified from terms, tables, or graphs?
- How do sequences function as mathematical rules that assign a term to each position, and how can they be represented in multiple ways?
- How can sequences be used to model situations and determine meaningful quantities such as missing terms or the sum of terms?

**Process**

- How can technology, such as spreadsheets and graphing tools, be used to generate, visualize, and analyze sequences efficiently?
- How can recursive definitions and explicit equations be written and interpreted using function notation?


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- How can questions about a situation help determine the information needed to represent a sequence accurately in different forms?

**Reflective**

- How can I give an example of a sequence that models a pattern or situation from my own life?
- How can I use sequences to predict future values or totals in real-world situations?
- How has representing the same sequence in multiple ways helped me better understand patterns and change?

## Power Standards

- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

## Supporting Standards

- **F.IF.3. (9/10/11)** Recognize patterns in order to write functions whose domain is a subset of the integers. **(9/10)** Limited to linear and quadratic. *For example, find the function given* {(-1,4), (0,7), (1,10), 2,13)}.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.2. (+)** Write arithmetic and geometric sequences and series both recursively and with an explicit formula, use them to model situations, and translate between the two forms.


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# Algebra 2
## High School

## Unit #2
## Polynomials

### Essential Question
How do different representations of polynomial functions help us understand, predict, and explain the key features and behavior of their graphs?

### Unit Summary
This unit extends students' understanding of linear and quadratic functions to polynomial functions of higher degree, emphasizing how different forms of polynomials reveal key features of their graphs. Students analyze zeros, intercepts, multiplicity, degree, and leading coefficient to understand end behavior and sketch polynomial graphs written in factored form. The unit concludes with polynomial division and the Remainder Theorem, connecting zeros of a polynomial to its linear factors and preparing students for future work with rational functions.

### Guiding Questions
**Content**

- How do polynomial expressions and functions represent real-world situations, such as volume, area, or changing quantities?
- How do features of a polynomial—such as zeros, multiplicities, degree, and leading term—determine the shape and behavior of its graph?
- Why do operations on polynomials (addition, subtraction, multiplication, and division) result in new polynomials, and how does this help analyze functions?

**Process**

- How can standard form, factored form, and division be used strategically to identify zeros, intercepts, and end behavior of a polynomial?
- How can long division and the Remainder Theorem be used to rewrite polynomials and determine points of intersection or factors?
- How can graphs, equations, and algebraic reasoning be connected to sketch polynomial functions and verify key features?


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**Reflective**

- How can I create and interpret an expression that models the volume of a box or another real-world situation?
- How has understanding polynomial behavior helped me predict how quantities change or interact?
- How can I use polynomial models to make sense of complex situations that involve multiple factors or constraints?

## Power Standards

- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1a. (all)** Interpret parts of an expression, such as terms, factors, and coefficients.
- **A.APR.1. (9/10)** Add, subtract, and multiply polynomials.
- **A.APR.3. (11)** Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $c$, the remainder on division by $(x - c)$ is $p(c)$ , so $p(c) = 0$ if and only if $(x - c)$ is a factor of $p(x)$ .
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ *and finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret


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key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.7e. (11)** Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*


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# Algebra 2
## High School

## Unit #3
## Rational Functions and Equations

### Essential Question
How can rational expressions and functions be used to model situations, analyze behavior, and determine when algebraic reasoning produces valid or invalid solutions?

### Unit Summary
In this unit, students extend their work with polynomials to rational functions, rational equations, and identities. They model real-world situations with rational functions, analyze asymptotic and end behavior using structure and polynomial division, and solve rational equations while identifying and explaining extraneous solutions. Students also prove and use algebraic identities.

### Guiding Questions
**Content**

- How do the structure of a rational function and its equation determine vertical asymptotes, horizontal asymptotes, and end behavior?
- How do rational expressions and equations model real-world situations involving averages, rates, or constraints?
- What distinguishes an identity from an equation?

**Process**

- How can rational functions be rewritten using polynomial division to analyze end behavior and asymptotes?
- How can rational equations be solved carefully to identify valid solutions and eliminate extraneous solutions?
- How can algebraic structure and identities be used to justify equivalence and derive formulas?


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**Reflective**

- How can I write a rational function to model different properties of cylinders or other real-world objects?
- How has learning to check for extraneous solutions changed the way I verify my answers in algebra?
- How can I use identities and formulas to solve practical problems efficiently?

## Power Standards

- **A.REI.3.** Solve equations in one variable and give examples showing how extraneous solutions may arise.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.APR.4. (9/10/11)** Generate polynomial identities from a pattern. *For example, difference of squares, perfect square trinomials, (emphasize sum and difference of cubes in grade 11)*.
- **A.APR.6. (+)** Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) = \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution


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method.

- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ a*nd finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.


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# Algebra 2
## High School

## Unit #4
## Complex Numbers and Rational Exponents

### Essential Question
How do extending exponent rules and introducing complex numbers expand the kinds of equations we can solve and the situations we can model?

### Unit Summary
In this unit, students extend exponent rules to include rational exponents and use radicals to solve equations involving squares and cube roots. They develop an understanding of imaginary and complex numbers, including how to represent, add, and multiply them, and apply this knowledge to solve quadratic equations with complex solutions. Throughout the unit, students connect algebraic reasoning to graphical and real-world contexts.

### Guiding Questions
**Content**

- How are integer, fractional, and negative exponents connected to roots, radicals, and powers?
- Why do some equations have solutions that are not real numbers, and how are complex numbers used to represent those solutions?
- How do quadratic equations connect to complex numbers when real solutions do not exist?

**Process**

- How can rewriting roots as exponents and exponents as radicals help simplify expressions and solve equations?
- How can operations with complex numbers be used to solve equations and verify results?
- How can completing the square or using the quadratic formula be used strategically to find real and complex solutions?


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**Reflective**

- How can I evaluate expressions with integer, fractional, and negative exponents to make sense of mathematical models?
- How can I use complex numbers to solve equations that do not have real solutions?
- How has learning multiple methods for solving quadratic equations helped me choose efficient strategies and check my work?

## Power Standards

- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.REI.3.** Solve equations in one variable and give examples showing how extraneous solutions may arise.
- **A.REI.4. (11)** Solve radical and rational exponent equations and inequalities in one variable, and give examples showing how extraneous solutions may arise.
- **A.REI.5.** Solve quadratic equations and inequalities.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.

## Supporting Standards

- **N.RN.2. (11)** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define 5^1/3 to be the cube root of 5 because we want (5^1/3)^3 = 5^(1/3 · 3) to hold, so (5^1/3)^3 must equal 5.*
- **N.RN.3. (11)** Rewrite expressions involving radicals and rational exponents using the properties of exponents.
- **N.CN.1. (11)** Know there is a complex number *i* such that *i*^2 = -1 , and every complex number has the form *a* + *bi* with *a* and *b* real.
- **N.CN.2. (11)** Use the relation *i*^2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
- **N.CN.8. (11)** Solve quadratic equations with real coefficients that have complex solutions.


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- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.5a. (9/10)** Solve quadratic equations by inspection *(e.g. for x^2 = 49),* taking square roots, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives no real solutions.
- **A.REI.5c. (11)** Use the method of completing the square to transform and solve any quadratic equation in *x* into an equation of the form $(x - p)^2 = q$ that has the same solutions.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ a*nd finding the x-value of the intersection point. Include cases where f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.7b. (11)** Graph square root, cube root, and exponential functions.


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# Algebra 2
## High School

## Unit #5
## Exponential Functions and Equations

### Essential Question
How do exponential and logarithmic functions help us model growth and decay, and how do logarithms allow us to solve problems involving unknown exponents?

### Unit Summary
In this unit, students connect geometric sequences to exponential functions and model growth and decay using functions of the form $f(x) = ab^x$. They extend their understanding to include rational and negative exponents, explore the constant *e*, and compare different exponential models across varying time intervals. Students then develop an understanding of logarithms as inverses of exponential functions, apply logarithm rules, and solve exponential and logarithmic equations graphically and algebraically while interpreting solutions in context.

### Guiding Questions

**Content**

- What does it mean for an exponential function to change by a constant factor over equal intervals, including intervals that are not whole numbers?
- How are exponential functions and logarithmic functions related, and how does each help represent unknown exponents?
- Why is the constant *e* used in some exponential models, and how does continuous growth differ from growth applied at fixed intervals?

**Process**

- How can equations for exponential functions be written using two input–output pairs that are not one unit apart?
- How can logarithm rules, the change of base rule, and technology be used to evaluate logarithms and solve exponential equations?
- How can graphs and algebraic methods be used together to find where two exponential functions intersect and interpret that intersection?


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**Reflective**

- How do I understand how to calculate values that are changing exponentially in real-world situations such as population growth or radioactive decay?
- How can I use logarithms to solve problems involving unknown exponents and make sense of results in context?
- How has learning about exponential and logarithmic models helped me interpret data and predict long-term behavior in everyday situations?

## Power Standards

- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.
- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

## Supporting Standards

- **N.RN.2. (11)** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define 5^1/3 to be the cube root of 5 because we want (5^1/3)^3 = 5^(1/3 · 3) to hold, so (5^1/3)^3 must equal 5.*
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret P(1 + 2)^n as the product of P and (1 + r)^n .*
- **A.SSE.3c. (11)** Use the properties of exponents to transform expressions for exponential functions. *For example, the expression 1.15^t can be rewritten as (1.15^1/12)^12t ≈1.012^12t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ *and finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.


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For **(9/10)** focus on linear, quadratic, and absolute value.

- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.7b. (11)** Graph square root, cube root, and exponential functions.
- **F.IF.7c. (11)** Graph logarithmic functions, emphasizing the inverse relationship with exponentials and showing intercepts and end behavior.
- **F.IF.8c. (11)** Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as y = (1.02)^t, y = (0.97)^t, y = (1.01)^12t, y = (1.2)^t/10,* and classify them as representing exponential growth or decay.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.4.** Find inverse functions.
- **F.BF.4a. (11)** Write an expression for the inverse of a function**.**
- **F.LQE.1a. (11)** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **F.LQE.1b. (11)** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F.LQE.1c. (11)** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.


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# Algebra 2
## High School

## Unit #6
## Transformations of Functions

### Essential Question
How can transforming functions help us model, analyze, and adapt mathematical relationships to better represent real-world situations?

### Unit Summary
In this unit, students develop a unified understanding of function transformations and how they can be used to model real-world situations. They analyze and describe the effects of translations, reflections, and scaling on graphs and equations of various function types, including identifying functions as even, odd, or neither. Students apply these transformation concepts across multiple representations to adapt functions to fit real data, strengthening their ability to model with mathematics.

### Guiding Questions

**Content**

- How do translations, reflections, and scale factors change the appearance and behavior of a function's graph?
- How are equations and graphs connected when describing horizontal and vertical transformations of functions?
- What characteristics identify even and odd functions, and how do symmetry and equations reveal these properties?

**Process**

- How can function notation and equations be used to represent and predict transformations of a given graph?
- How can scaling the input of a function be distinguished from scaling the output, and how does each affect the graph differently?
- How can multiple transformations be combined and applied to create a function that models a given data set?


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**Reflective**

- How can I describe how a graph is transformed using precise mathematical language?
- How can I use transformations to adjust a function so it better fits real-world data?
- How has understanding transformations helped me see connections among different types of functions and their graphs?

## Power Standards

- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.
- **F.BF.1.** Use functions to model real-world relationships.
- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

## Supporting Standards

- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.
- **F.IF.7e. (11)** Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- **F.IF.8b. (11)** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For*


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*example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*

- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1a. (9/10)** Combine multiple functions to model complex relationships. *For example, p(x) = r(x) - c(x); (profit = revenue - cost).*
- **F.BF.3. (9/10/11)** Transform parent functions $(f(x))$ by replacing $f(x)$ with $f(x) + k,\ kf(x),\ f(kx),\ and\ f(x + k)$ for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. For **(9/10)** focus on linear, quadratic, and absolute value functions.
- **G.GPE.2. (+)** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; graph the circle in the coordinate plane;
- **S.ID.5b. (9/10)** Fit a linear function to data and use it to solve problems in the context of the data.


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# Algebra 1
## High School

## Unit #1
## One-Variable Statistics

### Essential Question
How can we use statistical measures and data displays to make sense of data, compare groups, and draw meaningful conclusions about real-world situations?

### Unit Summary
In this unit, students collect, display, and analyze data using measures of center and variability, including mean, median, interquartile range, and population standard deviation. They build on prior knowledge by focusing on interpreting data displays, using technology to calculate statistics, and analyzing variability, outliers, and comparisons between data sets. The unit concludes with students designing a statistical investigation, collecting data, and using statistical reasoning to draw meaningful conclusions about real-world situations.

### Guiding Questions
**Content**

- What makes a question statistical, and how can I tell the difference between numerical and categorical data?
- How do different data displays and summary statistics (five-number summary, mean, median, IQR, standard deviation) describe the same data set in different ways?
- How do distribution shape and outliers affect measures of center and variability?

**Process**

- How do I choose and create the most effective data display to represent and communicate data clearly?
- How can I use spreadsheets and technology to calculate statistics, explore relationships, and test “what if” changes in data?


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- What steps do I take to investigate outliers and decide how they should be interpreted or handled?

**Reflective**

- How does understanding statistics help me make sense of information I see in the news, social media, or everyday life?
- How can comparing measures of center and variability help me make fair and informed decisions?
- How has using technology changed the way I analyze data and communicate conclusions?

## Power Standards

- **S.ID.1. (9/10)** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- **S.ID.2. (9/10)** Interpret differences in shape, center, and spread in the context of the data sets using dot plots, histograms, and box plots, accounting for possible effects of extreme data points (outliers).

## Supporting Standards

- **No Supporting Standards**


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# Algebra 1
## High School

## Unit #2
## Linear Equations and Systems

### Essential Question
How can linear equations and systems be used to model situations and determine unknown values in multiple, equivalent ways?

### Unit Summary
In this unit, students build on prior knowledge to write and solve linear equations that represent real-world situations. They use valid algebraic moves to create equivalent equations and isolate variables, developing a deeper understanding of equation solving. Students solve systems of linear equations using graphing, substitution, and elimination, and explain why each method correctly identifies the solution.

### Guiding Questions
**Content**

- How do constraints and variable quantities shape the equations and systems that model a real-world situation?
- How are linear equations, their graphs, tables, and solutions connected, and what does a solution mean in context?
- What determines how many solutions a linear equation or system of equations has, and how can this be seen algebraically and graphically?

**Process**

- How can I use representations—such as equations, tables, diagrams, and graphs—to make sense of a situation and find solutions?
- How do I decide which algebraic moves or solution methods (graphing, substitution, elimination) are most efficient and why they work?
- How can rewriting equations in different but equivalent forms help me isolate variables, identify slope and intercepts, or solve systems?


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**Reflective**

- How does modeling situations with equations help me analyze choices, limits, and outcomes in real life?
- How has learning multiple solution strategies made me more flexible and confident when solving complex problems?
- Where do I see systems of equations used to compare options, predict outcomes, or solve practical problems outside of math class?

## Power Standards

- **A.REI.6a. (9/10)** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- **A.REI.6b (9/10)** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x+2y=5 and 3x+2y=6 have no solution because 3x+2y cannot simultaneously be 5 and 6.*
- **A.REI.6c. (9/10)** Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*
- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.
- **F.IF.8a. (9/10)** Use different forms of linear functions, such as slope-intercept, standard, and point-slope form to show rate of change and intercepts.

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.3. (all)** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.


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- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.8 (all)** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).


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# Algebra 1
## High School

## Unit #3
## Two-Variable Statistics

### Essential Question
How can we use statistical models and data displays to identify, measure, and interpret relationships between variables—and decide what those relationships do and do not tell us about the world?

### Unit Summary
In this unit, students analyze relationships between two variables using statistical methods. They examine categorical data in two-way tables and numerical data in scatter plots, using technology to create lines of best fit and evaluate models with residuals and correlation coefficients. Students interpret slope and intercept, make predictions, and distinguish between correlation and causation in real-world contexts.

### Guiding Questions
**Content**

- How do two-way tables and relative frequency tables help a person identify and describe possible associations between categorical variables?
- How do the rate of change (slope) and y-intercept of a linear model describe the relationship between two numerical variables?
- How do residuals and correlation coefficients help determine how well a linear model fits a set of data?

**Process**

- How can a person organize data into tables, graphs, and relative frequencies to clearly represent a situation?
- How does a person use technology to create scatter plots, find lines of best fit, calculate residuals, and compute correlation coefficients?
- What steps could someone take to decide whether a linear model is appropriate and how strong the relationship between variables is?


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**Reflective**

- How can analyzing data relationships help me make informed decisions in everyday situations like sports, health, or social trends?
- Why is it important to distinguish between association and causation when interpreting data?
- How has using data models and technology changed the way I understand patterns and relationships in the world around me?

## Power Standards

- **No Power Standards**

## Supporting Standards

- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **S.ID.4. (9/10)** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- **S.ID.5.** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- **S.ID.5a. (9/10)** Use a given linear function to solve problems in the context of data.
- **S.ID.5b. (9/10)** Fit a linear function to data and use it to solve problems in the context of the data.
- **S.ID.5c. (+)** Assess the fit of a function by plotting and analyzing residuals.
- **S.ID.6. (9/10)** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **S.ID.7. (11)** Compute (using technology) and interpret the correlation coefficient of a linear fit.
- **S.ID.8 (11)** Distinguish between correlation and causation.


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# Algebra 1
## High School

## Unit #4
## Linear Inequalities and Systems

### Essential Question
How can linear inequalities and their graphs be used to represent constraints and determine all possible solutions to real-world situations?

### Unit Summary
In this unit, students build on prior knowledge to solve and graph linear inequalities by writing equivalent inequalities and interpreting solutions. They extend this work to inequalities in two variables by graphing boundary lines and identifying solution regions on the coordinate plane. Students then analyze systems of linear inequalities to represent and solve real-world situations involving multiple constraints.

### Guiding Questions
**Content**

- How do inequalities represent constraints in a situation, and why do their solutions form ranges or regions rather than single values
- How do graphs show the solutions to one-variable inequalities, two-variable inequalities, and systems of inequalities?
- How can someone tell whether a point—on or off a boundary line—satisfies an inequality or a system of inequalities?

**Process**

- How can a person choose variables and write inequalities that accurately model the constraints in a real-world situation?
- How does a person use graphs, test points, and technology to find and verify solutions to inequalities and systems of inequalities?
- How can someone connect equations, inequalities, graphs, and verbal descriptions to fully interpret a mathematical model?


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**Reflective**

- How do inequalities help me describe limits, choices, and conditions I encounter in everyday life?
- Why is it important to understand whether boundary values are included or excluded in a solution?
- How has modeling situations with systems of inequalities changed the way I approach complex decision-making problems?

## Power Standards

- **A.REI.10. (9/10)** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.CED.3. (all)** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.8 (all)** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).


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# Algebra 1
## High School

## Unit #5
## Functions

### Essential Question
How can functions be used to model relationships between quantities and help us understand, predict, and interpret real-world situations?

### Unit Summary
In this unit, students strengthen their understanding of functions by using function notation to analyze, compare, and write function rules. They interpret graphs to describe key features, including intercepts, extrema, increasing and decreasing behavior, average rate of change, and domain and range, while modeling real-world situations. Students also explore piecewise functions, transformations of the absolute value function, and inverse linear functions to connect inputs and outputs.

### Guiding Questions
**Content**

- What conditions must be met for a relationship between two quantities to be considered a function, and how can this be shown using graphs, tables, or equations?
- How do function notation, graphs, and equations represent the same relationship between quantities, and how are inputs and outputs connected across these representations?
- How do features of a function's graph—such as intercepts, maximums, minimums, average rate of change, domain, and range—describe what is happening in a situation?

**Process**

- How can function notation be used to efficiently represent rules, calculate values, sketch graphs, and solve equations?
- What strategies help determine a reasonable domain and range when a function represents a real-world situation?


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- How can technology be used to graph functions, analyze features, compare multiple functions, and find or verify solutions?

**Reflective**

- How can understanding functions help explain, model, and predict changes in real-world situations?
- How does interpreting features such as average rate of change, intercepts, and maximums or minimums help make sense of graphs encountered outside of math class?
- How do inverse functions and absolute value functions help interpret distances, errors, and relationships in everyday contexts?

## Power Standards

- **A.REI.3a. (9/10/11)** Solve rational, absolute value and square root equations. **(9/10)** Limited to simple equations such as, $2\sqrt{x-3}+8=16$**,** $\frac{x+3}{2x-1}=5,\ x\neq\frac{1}{2}$**.**
- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.

## Supporting Standards

- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.9. (9/10/11)** Solve an equation *f(x) = g(x)* by graphing *y = f(x)* and *y = g(x) and finding the x-value of the intersection point. Include cases where f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.1. (all)** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of


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the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f(x)* .

- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.6. (9/10/11)** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **(9/10)** limited to linear functions.
- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.3. (9/10/11)** Transform parent functions $(f(x))$ by replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, $and\ f(x + k)$ for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. For **(9/10)** focus on linear, quadratic, and absolute value functions.
- **F.BF.4.** Find inverse functions.
- **F.BF.4a. (11)** Write an expression for the inverse of a function**.**
- **S.ID.5b. (9/10)** Fit a linear function to data and use it to solve problems in the context of the data.


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# Algebra 1
## High School

## Unit #6
## Introduction to Exponential Functions

### Essential Question
How do exponential relationships model situations where change happens multiplicatively, and how can they be represented, analyzed, and compared to linear relationships?

### Unit Summary
In this unit, students explore exponential relationships and compare them to linear relationships by examining how quantities change over equal intervals. They model exponential growth and decay using tables, graphs, and equations, and later represent these relationships as functions of the form $f(x) = ab^x$. Students analyze how parameters affect graphs and use technology to interpret and solve problems involving exponential functions.

### Guiding Questions
**Content**

- What distinguishes exponential growth and decay from linear change, and how can this difference be identified in tables, equations, and graphs?
- How do the parameters $a$ and $b$ in an equation of the form $f(x) = ab^x$ affect the behavior and shape of an exponential graph?
- How do exponential expressions, percent change, and interest models represent repeated multiplicative change over time?

**Process**

- How can patterns in tables, graphs, and descriptions be used to write equations that model exponential growth or decay?
- How can graphs, rates of change, and technology be used to compare exponential and linear models and evaluate which best fits a situation?


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- How can different representations—tables, equations, graphs, and function notation—be connected to analyze exponential relationships and make predictions?

**Reflective**

- How can I compare growth patterns using calculations and graphs to explain how quantities change over time in real-life situations?
- How can I use calculations and graphs to compare growth patterns and make informed decisions about situations involving percent change, decay, or interest?
- How can I analyze growth patterns using calculations and graphs to predict long-term outcomes and determine which model makes the most sense?

## Power Standards

- **No Power Standards**

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret P(1 + 2)^n as the product of P and (1 + r)^n.*
- **A.SSE.3c. (11)** Use the properties of exponents to transform expressions for exponential functions. *For example, the expression 1.15^t can be rewritten as (1.15^1/12)^12t ≈ 1.012^12t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features


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include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.6. (9/10/11)** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **(9/10)** limited to linear functions.
- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.LQE.1.** Distinguish between situations that can be modeled with linear functions and with exponential functions.
- **F.LQE.1a. (11)** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **F.LQE.1b. (11)** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F.LQE.1c. (11)** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).


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# Algebra 1
## High School

## Unit #7
## Introduction to Quadratic Functions

### Essential Question
How can quadratic functions be used to model and explain situations where change accelerates, and how do their graphs and equations compare to linear and exponential models?

### Unit Summary
In this unit, students explore quadratic functions and compare their patterns of growth to linear and exponential functions. They model real-world situations—such as free-falling and projectile motion—using tables, graphs, and equations, and interpret how coefficients affect the shape and features of quadratic graphs. Students analyze quadratic functions in standard, factored, and vertex forms to understand key features and how transformations of equations impact the graphs.

### Guiding Questions
**Content**

- How can patterns that increase and then decrease be identified and distinguished from linear and exponential growth using tables, graphs, and equations?
- How do the features of a quadratic function—such as the vertex, intercepts, and shape—relate to the situation being modeled (for example, height, area, or revenue)?
- How do standard, factored, and vertex forms of a quadratic function each reveal different information about the graph and the situation it represents?

**Process**

- How can drawings, tables, graphs, and equations be used together to model and explain a quadratic situation?
- How can quadratic expressions be rewritten between standard, factored, and vertex forms to make specific features of the graph easier to identify?


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- How can information from graphs, tables, or real-world contexts be used to write and interpret quadratic functions accurately?

**Reflective**

- How can I create drawings, tables, and graphs to model real-life situations such as area, height, or revenue?
- How can I use quadratic functions to explain situations in my life that involve a maximum or minimum value?
- How has learning to represent the same quadratic relationship in multiple ways helped me better understand and solve real-world problems?

## Power Standards

- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph,


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by hand in simple cases and using technology for more complicated cases.

- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.3. (9/10/11)** Transform parent functions $(f(x))$ by replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, $and\ f(x + k)$ for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. For **(9/10)** focus on linear, quadratic, and absolute value functions.


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# Algebra 1
## High School

## Unit #8
## Quadratic Equations

### Essential Question
How can different algebraic methods be used to solve quadratic equations, and how do the solutions help us understand and interpret real-world situations?

### Unit Summary
In this unit, students develop algebraic strategies for interpreting, writing, and solving quadratic equations. They solve quadratics using reasoning, the zero product property, completing the square, and the quadratic formula, while recognizing that equations can have zero, one, or two solutions of different types. Students also rewrite quadratic expressions into vertex form to identify maximum and minimum values and apply these methods to interpret and solve real-world problems.

### Guiding Questions
**Content**

- What does it mean for a quadratic equation to have zero, one, or two solutions, and how can those solutions be interpreted in context?
- How do different forms of a quadratic expression (standard, factored, and vertex form) reveal different information about solutions, structure, and key features?
- Why do methods such as the zero product property, completing the square, and the quadratic formula correctly find solutions to quadratic equations?

**Process**

- How can a quadratic equation be rewritten into equivalent forms to make solving or interpreting it more efficient?
- How can graphs, factoring, completing the square, and the quadratic formula be used strategically to solve quadratic equations and check solutions?


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- How can patterns, algebraic structure, and properties of rational and irrational numbers be used to justify each step in solving a quadratic equation?

**Reflective**

- How can I explain the meaning of a solution to a quadratic equation in terms of the situation it represents?
- How can I choose the most efficient method to solve a quadratic equation and explain why it works?
- How has learning multiple ways to solve quadratic equations improved my confidence in solving real-world problems involving maximums, minimums, or unknown values?

## Power Standards

- **A.SSE.3a.** Factor a quadratic expression to reveal the zeros of the function it defines.
- **A.REI.5a. (9/10)** Solve quadratic equations by inspection *(e.g. for x^2 = 49),* taking square roots, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives no real solutions.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.SSE.3b. (11)** Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.4. (11)** Solve radical and rational exponent equations and inequalities in one


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variable, and give examples showing how extraneous solutions may arise.

- **A.REI.5c. (11)** Use the method of completing the square to transform and solve any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.8b. (11)** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*


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# Geometry
## High School

# Unit #1
# Constructions and Rigid Transformations

### Essential Question
How can geometric constructions and rigid transformations be used to explore, justify, and prove properties of shapes without relying on measurement or coordinates?

### Unit Summary
This unit builds students' geometric reasoning through constructions, rigid transformations, and an introduction to formal proof writing. Students use constructions to explore and justify properties of shapes without measurement or coordinates, then define and create rigid motions using tools rather than a grid. Using these definitions and properties, students progress from informal explanations to clear, structured geometric proofs supported by precise language and appropriate tools.

### Guiding Questions
**Content**

- How do geometric constructions (such as perpendicular bisectors, angle bisectors, and parallels) reveal special relationships like congruence, distance, and angle measures?
- How do rigid transformations—reflections, rotations, and translations—preserve shape and size, and how can I describe them precisely?
- Why are angle relationships (vertical, corresponding, alternate interior) and triangle angle sums always true, and how can diagrams help prove them?

**Process**

- How can I use a straightedge, compass, or technology to accurately construct and communicate geometric ideas?


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- What steps help me move from a diagram to a conjecture and then to a logical proof?
- How do I decide which construction or transformation will help me solve a geometry problem efficiently?

**Reflective**

- How does learning to construct and transform figures improve my precision, patience, and attention to detail?
- Where do I see constructions, symmetry, or transformations used in real-world designs, art, architecture, or engineering?
- How has working with diagrams, constructions, and proofs changed the way I explain and justify my mathematical thinking?

## Power Standards

- **G.CO.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of translations, rotations, and reflections on two-dimensional figures. *For example, (x,y) maps to (x+3,y-5) ; reflecting triangle ABC(input) across the line of reflection maps the triangle to exactly one location, A'B'C'(output).*
- **G.CO.7. (9/10)** Construct arguments about lines and angles using theorems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (Building upon standard in 8$^{th}$ grade Geometry.)
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement


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when reporting quantities.

- **G.CO.1d. (9/10)** Identify any line of reflection and/or rotational symmetry within a figure.
- **G.CO.11. (9/10)** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- **G.CO.12. (+)** Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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# Geometry
## High School

## Unit #2
## Congruence

### Essential Question
How can rigid transformations and precise reasoning be used to prove figures congruent and build general congruence theorems that apply across segments, triangles, and quadrilaterals?

### Unit Summary
In this unit, students prove figures congruent by progressing from segments to triangles and then to quadrilaterals, building on prior knowledge of rigid transformations. Students use transformations to justify triangle congruence theorems (SSS, SAS, and ASA) and develop more rigorous proof-writing skills through precise language, conjectures, and formal reasoning. These congruence results are applied to quadrilaterals and serve as a foundation for future work in triangle similarity and coordinate geometry.

### Guiding Questions
**Content**

- How do congruence statements show which parts of figures correspond, and why is identifying corresponding parts essential for proving figures congruent?
- Why do the Side-Side-Side, Side-Angle-Side, and Angle-Side-Angle triangle congruence theorems guarantee congruence, while Side-Side-Angle does not?
- How do properties of congruent triangles help prove theorems about quadrilaterals and their diagonals?

**Process**

- How can someone use rigid transformations to explain and justify why two figures are congruent?


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- What steps help someone turn a conjecture into a clear, logical proof that others can understand and critique?
- How does a person evaluate whether a proof or explanation is complete, precise, and based on valid reasoning?

**Reflective**

- How does writing and critiquing proofs improve my ability to explain my thinking clearly and logically?
- Where do I see the need for certainty and precision—like congruence—in real-world situations such as design, construction, or problem solving?
- How has learning multiple ways to prove congruence strengthened my confidence and flexibility as a mathematician?

## Power Standards

- **G.CO.7. (9/10)** Construct arguments about lines and angles using theorems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (Building upon standard in $8^{th}$ grade Geometry.)
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.CO.9. (9/10)** Construct arguments about the relationships between two triangles using theorems. Theorems include: SSS, SAS, ASA, AAS, and HL.
- **G.CO.10. (9/10)** Construct arguments about parallelograms using theorems. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. (Building upon prior knowledge in elementary and middle school.)
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*


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## Supporting Standards

- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **G.CO.5. (+)** Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G.CO.6. (+)** Demonstrate triangle congruence using rigid motion (ASA, SAS, and SSS).
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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# Geometry
## High School

## Unit #3
## Similarity

### Essential Question
How can we determine—and justify—when two figures are similar, and why do the transformations that create similarity matter?

### Unit Summary
Students deepen their understanding of similarity by defining similar figures through sequences of rigid transformations and dilations, building on prior work with congruence and grade 8 similarity. Students investigate the properties of dilations, apply transformations to show figures are similar, and develop criteria for similarity with a focus on similar triangles, including the Angle-Angle Similarity Theorem and connections to the Pythagorean Theorem. Throughout the unit, students strengthen their mathematical reasoning by noticing patterns, forming conjectures, and justifying their ideas through counterexamples and formal proofs.

### Guiding Questions
**Content**
- How does a dilation with scale factor k affect the lengths, angles, and overall shape of a figure?
- What relationships exist between corresponding sides and angles in similar triangles?
- Why does a segment drawn parallel to one side of a triangle divide the other two sides proportionally?

**Process**
- How can scale factors be determined and used to find missing side lengths in similar figures?
- How can triangle similarity theorems (AA, SAS, SSS) be applied to justify that two triangles are similar?


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- How can similarity be used to solve problems involving right triangles, including altitude-to-hypotenuse relationships?

**Reflective**

- How can I use transformations to solve real-world and geometric problems?
- How well can I write and critique proofs that rely on the definition of similarity and similarity theorems?
- How has my understanding of similar triangles helped me explain and prove results such as the Pythagorean Theorem?

## Power Standards

- **G.CO.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of translations, rotations, and reflections on two-dimensional figures. *For example, (x,y) maps to (x+3,y-5) ; reflecting triangle ABC(input) across the line of reflection maps the triangle to exactly one location, A'B'C'(output).*
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.SRT.9. (9/10)** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **G.SRT.1. (9/10)** Use geometric constructions to verify the properties of dilations given


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by a center and a scale factor.

- **G.SRT.1a. (9/10)** A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- **G.SRT.1b. (9/10)** The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- **G.SRT.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of dilations on two-dimensional figures.
- **G.SRT.3. (9/10)** Given two similar figures, describe a sequence of transformations that exhibits the similarity between them using coordinates and the non-coordinate plane.
- **G.SRT.4. (9/10)** Understand the meaning of similarity for two-dimensional figures as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- **G.SRT.5. (9/10)** Construct arguments about triangles using theorems. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity, and AA.
- **G.C.1. (9/10)** Construct arguments that all circles are similar.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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# Geometry
## High School

## Unit #4
## Right Triangle Trigonometry

### Essential Question
How can relationships between the sides and angles of right triangles be used to define, interpret, and apply trigonometric ratios to make sense of geometric situations?

### Unit Summary
In this unit, students build an understanding of ratios in right triangles that leads to defining and using sine, cosine, and tangent. Using similar triangles and tables of side-length ratios, students identify patterns, explore relationships such as the connection between sine and cosine of complementary angles, and learn to estimate and calculate angle measures using inverse trigonometric functions. Throughout the unit, students apply trigonometric reasoning in context, attend to precision, and use trigonometric ratio charts to support accurate and meaningful solutions.

### Guiding Questions
**Content**

- Why does knowing one acute angle in a right triangle determine all the ratios of its side lengths?
- How do special right triangles (45–45–90 and 30–60–90) help explain and predict side-length relationships?
- How are sine, cosine, and tangent related to each other, including why $sin(\theta) = cos(90 - \theta)$?

**Process**

- How can I use tables, trigonometric ratios, and inverse trigonometric functions to find unknown side lengths or angle measures?
- What strategies help me decide whether to use sine, cosine, tangent, or an inverse function in a given situation?


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- How can I justify or prove relationships among trigonometric ratios using geometry or algebra?

**Reflective**

- How does trigonometry help me measure heights or distances that are difficult or impossible to measure directly?
- Where do I see right triangles and trigonometric relationships used in real-world contexts such as construction, navigation, sports, or technology?
- How has learning trigonometric reasoning improved my ability to model and solve real-world problems?

## Power Standards

- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.SRT.9. (9/10)** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **F.TF.8. (+)** Prove the Pythagorean identity $sin^2(\theta) + cos^2(\theta) = 1$ and use it to find $sin(\theta),\ cos(\theta),\ or\ tan(\theta)$ given $sin(\theta),\ cos(\theta),\ or\ tan(\theta)$ and the quadrant.
- **G.SRT.7. (9/10)** Show that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- **G.SRT.8. (9/10)** Explain and use the relationship between the sine and cosine of complementary angles.
- **G.GMD.1. (+)** Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection


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arguments and informal limit arguments.

- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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# Geometry
## High School

## Unit #5
## Solid Geometry

### Essential Question
How can visualizing and analyzing three-dimensional figures—through cross-sections, dilations, and volume relationships—help us understand and justify how volume is determined for different solids?

### Unit Summary
In this unit, students strengthen their spatial visualization skills by analyzing cross-sections, studying dilations, and deriving volume formulas for three-dimensional solids. They use cross-sections, Cavalieri's Principle, and dissection to justify volume formulas for pyramids and cones and to understand how scaling affects area and volume. Throughout the unit, students apply these ideas to problem solving, connect scaling to square and cube root relationships, and communicate their reasoning with precision using reference charts.

### Guiding Questions
**Content**

- How does a two-dimensional figure, when rotated, generate a three-dimensional solid as well as represent a cross-section of a three-dimensional figure?
- How do scale factors affect lengths, areas, surface areas, and volumes, and how are these relationships represented algebraically and graphically?
- Why do prisms, cylinders, pyramids, and cones have the volume formulas they do, and how are these formulas connected through cross-sections and Cavalieri's Principle?

**Process**

- How can someone visualize, sketch, and analyze solids of rotation and cross-sections to move between two- and three-dimensional representations?


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- How can graphs, calculations, and inverse reasoning work forward and backward between scale factors, dimensions, surface area, and volume?
- How can someone combine geometric relationships, such as similarity, the Pythagorean Theorem, and trigonometry, to solve complex volume problems involving composite solids?

**Reflective**

- How has improving my spatial visualization helped me better understand volume and scaling in three-dimensional figures?
- Which tools or strategies—drawing, graphing, formulas, or reasoning with cross-sections—support my problem-solving most effectively, and why?
- How has justifying volume formulas and scaling relationships changed the way I view geometry compared to memorizing formulas?

## Power Standards

- **G.SRT.9. (9/10)** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **A.SSE.1a. (all)** Interpret parts of an expression, such as terms, factors, and coefficients.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* *P(1 + 2)^n as the product of P and (1 + r)^n .*
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.7b. (11)** Graph square root, cube root, and exponential functions.


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- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*
- **G.GMD.1. (+)** Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments and informal limit arguments.
- **G.MG.2. (9/10)** Apply concepts of density and displacement based on area and volume in modeling situations *(e.g. persons per square mile, BTUs per cubic foot)*.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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# Geometry
## High School

## Unit #6
## Coordinate Geometry

### Essential Question
How can coordinates be used to describe, transform, and prove relationships among geometric figures?

### Unit Summary
In this unit, students connect geometric concepts to algebraic representations by exploring transformations, distance, and slope in the coordinate plane. They derive equations for circles, parabolas, and lines from geometric definitions and use coordinate reasoning to prove relationships involving congruence, similarity, parallelism, perpendicularity, and quadrilaterals. Students apply these ideas to partition segments, locate triangle centers, solve systems, and analyze a real-world example—the Nazca Lines—demonstrating the power of coordinate geometry for reasoning and modeling.

### Guiding Questions
**Content**

- How do reflections, rotations, and translations change figures in the coordinate plane, and how can I tell if the images are congruent, similar, or neither?
- How do distance and slope help me derive and interpret equations for circles, parabolas, and lines in the coordinate plane?
- How can coordinates be used to prove geometric relationships, such as triangle congruence, parallel and perpendicular lines, and triangle centers?

**Process**

- How can I use coordinate transformation notation and algebraic rules to show how points and figures change?
- What steps do I use to move from a geometric definition (such as distance, focus/directrix, or slope) to an equation or proof?


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- How do I decide which tools—graphs, equations, or calculations—are most effective for solving coordinate geometry problems?

**Reflective**

- How does using coordinates and equations help me explain geometry more clearly than using pictures alone?
- Where do I see transformations, slope, distance, or intersections used in real-world designs, maps, or structures?
- How has this unit helped me become more confident in justifying my thinking and solving complex mathematical problems?

## Power Standards

- **G.CO.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of translations, rotations, and reflections on two-dimensional figures. *For example, (x,y) maps to (x+3,y-5) ; reflecting triangle ABC(input) across the line of reflection maps the triangle to exactly one location, A'B'C'(output).*
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.GPE.7. (9/10)** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (*e.g. find the equation of a line parallel or perpendicular to a given line that passes through a given point*).
- **G.GPE.8. (9/10)** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, including the use of the distance and midpoint formulas.
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and


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interpret the scale and the origin in graphs and data displays.

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1a. (all)** Interpret parts of an expression, such as terms, factors, and coefficients.
- **ASSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **G.GPE.1. (9/10)** Write the equation of a circle given the center and radius or a graph of the circle; use the center and radius to graph the circle in the coordinate plane.
- **G.GPE.2. (+)** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; graph the circle in the coordinate plane;
- **G.GPE.4. (+)** Derive the equation of a parabola given a focus and directrix; graph the parabola in the coordinate plane.
- **G.GPE.6. (9/10)** Use coordinates to prove simple geometric theorems algebraically, including the use of slope, distance, and midpoint formulas *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle.*


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# Honors Algebra 2
## High School

## Unit #1
## Sequences and Functions

### Essential Question
How can sequences be used to represent and model patterns of change, and how do they connect to linear and exponential functions?

### Unit Summary
In this unit, students revisit functions through the study of sequences, recognizing arithmetic and geometric sequences as linear and exponential functions with domains restricted to the integers. Students describe, represent, and analyze sequences using tables, graphs, expressions, and function notation, and develop recursive and explicit formulas to model relationships. They apply sequences to real-world situations, select appropriate models and domains, and explore sums of finite sequences, building connections to future work with series.

### Guiding Questions
**Content**

- What distinguishes an arithmetic sequence from a geometric sequence, and how can each be identified from terms, tables, or graphs?
- How do sequences function as mathematical rules that assign a term to each position, and how can they be represented in multiple ways?
- How can sequences be used to model situations and determine meaningful quantities, such as missing terms or the sum of terms?

**Process**

- How can technology, such as spreadsheets and graphing tools, be used to generate, visualize, and analyze sequences efficiently?
- How can recursive definitions and explicit equations be written and interpreted using function notation?


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- How can questions about a situation help determine the information needed to represent a sequence accurately in different forms?

**Reflective**

- How can I give an example of a sequence that models a pattern or situation from my own life?
- How can I use sequences to predict future values or totals in real-world situations?
- How has representing the same sequence in multiple ways helped me better understand patterns and change?

## Power Standards

- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

## Supporting Standards

- **F.IF.3. (9/10/11)** Recognize patterns in order to write functions whose domain is a subset of the integers. **(9/10)** Limited to linear and quadratic. *For example, find the function given* {(-1,4), (0,7), (1,10), 2,13)}.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.2. (+)** Write arithmetic and geometric sequences and series both recursively and with an explicit formula, use them to model situations, and translate between the two forms.


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# Honors Algebra 2
## High School

## Unit #2
## Polynomials

### Essential Question
How do different representations of polynomial functions help us understand, predict, and explain the key features and behavior of their graphs?

### Unit Summary
This unit extends students' understanding of linear and quadratic functions to polynomial functions of higher degree, emphasizing how different forms of polynomials reveal key features of their graphs. Students analyze zeros, intercepts, multiplicity, degree, and leading coefficient to understand end behavior and sketch polynomial graphs written in factored form. The unit concludes with polynomial division and the Remainder Theorem, connecting zeros of a polynomial to its linear factors and preparing students for future work with rational functions.

### Guiding Questions
**Content**

- How do polynomial expressions and functions represent real-world situations, such as volume, area, or changing quantities?
- How do features of a polynomial—such as zeros, multiplicities, degree, and leading term—determine the shape and behavior of its graph?
- Why do operations on polynomials (addition, subtraction, multiplication, and division) result in new polynomials, and how does this help analyze functions?

**Process**

- How can standard form, factored form, and division be used strategically to identify zeros, intercepts, and end behavior of a polynomial?
- How can long division and the Remainder Theorem be used to rewrite polynomials and determine points of intersection or factors?
- How can graphs, equations, and algebraic reasoning be connected to sketch polynomial functions and verify key features?


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**Reflective**

- How can I create and interpret an expression that models the volume of a box or another real-world situation?
- How has understanding polynomial behavior helped me predict how quantities change or interact?
- How can I use polynomial models to make sense of complex situations that involve multiple factors or constraints?

## Power Standards

- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.APR.2. (11)** Factor higher degree polynomials; identifying that some polynomials are prime.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ *and finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1a. (all)** Interpret parts of an expression, such as terms, factors, and coefficients.
- **A.APR.1. (9/10)** Add, subtract, and multiply polynomials.
- **A.APR.3. (11)** Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $c$, the remainder on division by $(x - c)$ is $p(c)$, so $p(c) = 0$ if and only if $(x - c)$ is a factor of $p(x)$.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and


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interpret statements that use function notation in terms of a context.

- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.5. (all)** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.7e. (11)** Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*


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# Honors Algebra 2
## High School

## Unit #3
## Rational Functions and Equations

### Essential Question
How can rational expressions and functions be used to model situations, analyze behavior, and determine when algebraic reasoning produces valid or invalid solutions?

### Unit Summary
In this unit, students extend their work with polynomials to rational functions, rational equations, and identities. They model real-world situations with rational functions, analyze asymptotic and end behavior using structure and polynomial division, and solve rational equations while identifying and explaining extraneous solutions. Students also prove and use algebraic identities.

### Guiding Questions
**Content**

- How do the structure of a rational function and its equation determine vertical asymptotes, horizontal asymptotes, and end behavior?
- How do rational expressions and equations model real-world situations involving averages, rates, or constraints?
- What distinguishes an identity from an equation?

**Process**

- How can rational functions be rewritten using polynomial division to analyze end behavior and asymptotes?
- How can rational equations be solved carefully to identify valid solutions and eliminate extraneous solutions?
- How can algebraic structure and identities be used to justify equivalence and derive formulas?


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**Reflective**

- How can I write a rational function to model different properties of cylinders or other real-world objects?
- How has learning to check for extraneous solutions changed the way I verify my answers in algebra?
- How can I use identities and formulas to solve practical problems efficiently?

## Power Standards

- **A.REI.3.** Solve equations in one variable and give examples showing how extraneous solutions may arise.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ *and finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.APR.4. (9/10/11)** Generate polynomial identities from a pattern. *For example, difference of squares, perfect square trinomials, (emphasize sum and difference of cubes in grade 11).*
- **A.APR.6. (+)** Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) = \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
- **A.CED.1. (all)** Apply and extend previous understanding to create equations and inequalities in one variable and use them to solve problems.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to*


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*highlight resistance R.*

- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.


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# Honors Algebra 2
## High School

## Unit #4
## Complex Numbers and Rational Exponents

### Essential Question
How do extending exponent rules and introducing complex numbers expand the kinds of equations we can solve and the situations we can model?

### Unit Summary
In this unit, students extend exponent rules to include rational exponents and use radicals to solve equations involving squares and cube roots. They develop an understanding of imaginary and complex numbers, including how to represent, add, and multiply them, and apply this knowledge to solve quadratic equations with complex solutions. Throughout the unit, students connect algebraic reasoning to graphical and real-world contexts.

### Guiding Questions
**Content**

- How are integer, fractional, and negative exponents connected to roots, radicals, and powers?
- Why do some equations have solutions that are not real numbers, and how are complex numbers used to represent those solutions?
- How do quadratic equations connect to complex numbers when real solutions do not exist?

**Process**

- How can rewriting roots as exponents and exponents as radicals help simplify expressions and solve equations?
- How can operations with complex numbers be used to solve equations and verify results?
- How can completing the square or using the quadratic formula be used strategically to find real and complex solutions?


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**Reflective**

- How can I evaluate expressions with integer, fractional, and negative exponents to make sense of mathematical models?
- How can I use complex numbers to solve equations that do not have real solutions?
- How has learning multiple methods for solving quadratic equations helped me choose efficient strategies and check my work?

## Power Standards

- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.REI.3.** Solve equations in one variable and give examples showing how extraneous solutions may arise.
- **A.REI.4. (11)** Solve radical and rational exponent equations and inequalities in one variable, and give examples showing how extraneous solutions may arise.
- **A.REI.5.** Solve quadratic equations and inequalities.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ *and finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.

## Supporting Standards

- **N.RN.2. (11)** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define 5^1/3 to be the cube root of 5 because we want (5^1/3)^3 = 5^(1/3 · 3) to hold, so (5^1/3)^3 must equal 5.*
- **N.RN.3. (11)** Rewrite expressions involving radicals and rational exponents using the properties of exponents.
- **N.CN.1. (11)** Know there is a complex number $i$ such that $i^2 = -1$, and every complex number has the form $a + bi$ with $a$ and $b$ real.


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- **N.CN.2. (11)** Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
- **N.CN.8. (11)** Solve quadratic equations with real coefficients that have complex solutions.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **A.REI.1. (all)** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.2. (all)** Apply and extend previous understanding to solve equations, inequalities, and compound inequalities in one variable, including literal equations and inequalities.
- **A.REI.5a. (9/10)** Solve quadratic equations by inspection *(e.g. for $x^2 = 49$),* taking square roots, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives no real solutions.
- **A.REI.5c. (11)** Use the method of completing the square to transform and solve any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions.
- **F.IF.7b. (11)** Graph square root, cube root, and exponential functions.


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# Honors Algebra 2
## High School

## Unit #5
## Exponential Functions and Equations

### Essential Question
How do exponential and logarithmic functions help us model growth and decay, and how do logarithms allow us to solve problems involving unknown exponents?

### Unit Summary
In this unit, students connect geometric sequences to exponential functions and model growth and decay using functions of the form $f(x) = ab^x$. They extend their understanding to include rational and negative exponents, explore the constant *e*, and compare different exponential models across varying time intervals. Students then develop an understanding of logarithms as inverses of exponential functions, apply logarithm rules, and solve exponential and logarithmic equations graphically and algebraically while interpreting solutions in context.

### Guiding Questions

**Content**

- What does it mean for an exponential function to change by a constant factor over equal intervals, including intervals that are not whole numbers?
- How are exponential functions and logarithmic functions related, and how does each help represent unknown exponents?
- Why is the constant *e* used in some exponential models, and how does continuous growth differ from growth applied at fixed intervals?

**Process**

- How can equations for exponential functions be written using two input–output pairs that are not one unit apart?
- How can logarithm rules, the change of base rule, and technology be used to evaluate logarithms and solve exponential equations?
- How can graphs and algebraic methods be used together to find where two exponential functions intersect and interpret that intersection?


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**Reflective**

- How do I understand how to calculate values that are changing exponentially in real-world situations such as population growth or radioactive decay?
- How can I use logarithms to solve problems involving unknown exponents and make sense of results in context?
- How has learning about exponential and logarithmic models helped me interpret data and predict long-term behavior in everyday situations?

## Power Standards

- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.REI.9. (9/10/11)** Solve an equation $f(x) = g(x)$ by graphing $y = f(x)$ and $y = g(x)$ *and finding the x-value of the intersection point. Include cases where* $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. For **(9/10)** focus on linear, quadratic, and absolute value.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.
- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

## Supporting Standards

- **N.RN.2. (11)** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define 5^1/3 to be the cube root of 5 because we want (5^1/3)^3 = 5^(1/3 · 3) to hold, so (5^1/3)^3 must equal 5.*
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret P(1 + 2)^n as the product of P and (1 + r)^n.*
- **A.SSE.3c. (11)** Use the properties of exponents to transform expressions for exponential functions. *For example, the expression 1.15^t can be rewritten as (1.15^1/12)^12t ≈1.012^12t to reveal the approximate equivalent monthly interest rate if*


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*the annual rate is 15%.*

- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.7b. (11)** Graph square root, cube root, and exponential functions.
- **F.IF.7c. (11)** Graph logarithmic functions, emphasizing the inverse relationship with exponentials and showing intercepts and end behavior.
- **F.IF.8c. (11)** Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as y = (1.02)^t, y = (0.97)^t, y = (1.01)^12t, y = (1.2)^t/10,* and classify them as representing exponential growth or decay.
- **F.BF.1b. (11)** Determine an explicit expression , a recursive function, or steps for calculation from a context.
- **F.BF.4.** Find inverse functions.
- **F.BF.4a. (11)** Write an expression for the inverse of a function**.**
- **F.LQE.1a. (11)** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **F.LQE.1b. (11)** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F.LQE.1c. (11)** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.


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# Honors Algebra 2
## High School

## Unit #6
## Transformations of Functions

### Essential Question
How can transforming functions help us model, analyze, and adapt mathematical relationships to better represent real-world situations?

### Unit Summary
In this unit, students develop a unified understanding of function transformations and how they can be used to model real-world situations. They analyze and describe the effects of translations, reflections, and scaling on graphs and equations of various function types, including identifying functions as even, odd, or neither. Students apply these transformation concepts across multiple representations to adapt functions to fit real data, strengthening their ability to model with mathematics.

### Guiding Questions

**Content**
- How do translations, reflections, and scale factors change the appearance and behavior of a function's graph?
- How are equations and graphs connected when describing horizontal and vertical transformations of functions?
- What characteristics identify even and odd functions, and how do symmetry and equations reveal these properties?

**Process**
- How can function notation and equations be used to represent and predict transformations of a given graph?
- How can scaling the input of a function be distinguished from scaling the output, and how does each affect the graph differently?
- How can multiple transformations be combined and applied to create a function that models a given data set?


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**Reflective**

- How can I describe how a graph is transformed using precise mathematical language?
- How can I use transformations to adjust a function so it better fits real-world data?
- How has understanding transformations helped me see connections among different types of functions and their graphs?

## Power Standards

- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- **F.IF.8.** Write a function in different but equivalent forms to reveal and explain different properties of the function.
- **F.BF.1.** Use functions to model real-world relationships.
- **F.LQE.2. (11)** Construct exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

## Supporting Standards

- **F.IF.2. (all)** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.4. (all)** For a function that models a relationship between two quantities, interpret key features of expressions, graphs and tables in terms of the quantities, and sketch graphs showing key features given a description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- **F.IF.7a. (9/10)** Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.
- **F.IF.7e. (11)** Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- **F.IF.8b. (11)** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For*


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*example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*

- **F.BF.1.** Use functions to model real-world relationships.
- **F.BF.1a. (9/10)** Combine multiple functions to model complex relationships. *For example, p(x) = r(x) - c(x); (profit = revenue - cost).*
- **F.BF.3. (9/10/11)** Transform parent functions $(f(x))$ by replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, $and\ f(x + k)$ for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. For **(9/10)** focus on linear, quadratic, and absolute value functions.
- **G.GPE.2. (+)** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; graph the circle in the coordinate plane;
- **S.ID.5b. (9/10)** Fit a linear function to data and use it to solve problems in the context of the data.


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# Honors Algebra 2
## High School

## Unit #7 (#8 in Imagine Learning)
## Statistical Inferences

### Essential Question
How can randomization and statistical models help us make reliable conclusions about a larger population based on limited data?

### Unit Summary
In this unit, students explore how randomization strengthens statistical studies and allows researchers to draw conclusions about larger populations from sample data. They examine experimental, observational, and survey designs, analyze variability in sample estimates, use margin of error to express uncertainty, and apply normal distribution models to estimate proportions and evaluate evidence. The unit culminates in a student-designed experimental study in which students collect, analyze, and interpret data to determine whether results are likely due to chance or a treatment effect.

### Guiding Questions
**Content**
- How do different study designs (survey, observational study, and experiment) influence the types of conclusions that can be drawn?
- How do mean, standard deviation, and normal distributions help describe data and estimate proportions or intervals?
- How can sampling methods, sample size, and margin of error affect how well a sample represents a population?

**Process**
- What strategies can be used to evaluate the strengths and weaknesses of a study using statistical evidence?
- How can randomization distributions and normal models be used to determine whether results are likely due to chance?
- How can evidence from data be used to justify or refute a statistical claim?


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**Reflective**

- How can I determine whether a study's design and conclusions are trustworthy?
- How have I used statistical evidence to justify a claim or question results that seemed unfair or misleading?
- How can I apply what I have learned about sampling, variability, and margin of error to make informed decisions in my own life?

## Power Standards

- **No Power Standards**

## Supporting Standards

- **G.GPE.8. (9/10)** Use coordinates to compute perimeters of polygons and areas of triangles, including the use of the distance and midpoint formulas.
- **S.ID.1. (9/10)** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- **S.ID.3. (+)** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- **S.IC.1. (+)** Understand statistics as a process for making inferences to be made about population parameters based on a random sample from that population.
- **S.IC.2. (+)** Decide if a specified model is consistent with results from a given data-generating process, *e.g. using simulation*. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*
- **S.IC.3. (+)** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- **S.IC.4. (+)** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error, *(e.g. through the use of simulation models for random sampling.)*
- **S.IC.5. (+)** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.


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- **S.IC.6. (+)** Evaluate reports based on data.


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# Honors Geometry
## High School

## Unit #1
## Constructions and Rigid Transformations

### Essential Question
How can geometric constructions and rigid transformations be used to explore, justify, and prove properties of shapes without relying on measurement or coordinates?

### Unit Summary
This unit builds students' geometric reasoning through constructions, rigid transformations, and an introduction to formal proof writing. Students use constructions to explore and justify properties of shapes without measurement or coordinates, then define and create rigid motions using tools rather than a grid. Using these definitions and properties, students progress from informal explanations to clear, structured geometric proofs supported by precise language and appropriate tools.

### Guiding Questions
**Content**

- How do geometric constructions (such as perpendicular bisectors, angle bisectors, and parallels) reveal special relationships like congruence, distance, and angle measures?
- How do rigid transformations—reflections, rotations, and translations—preserve shape and size, and how can I describe them precisely?
- Why are angle relationships (vertical, corresponding, alternate interior) and triangle angle sums always true, and how can diagrams help prove them?

**Process**

- How can I use a straightedge, compass, or technology to accurately construct and communicate geometric ideas?


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- What steps help me move from a diagram to a conjecture and then to a logical proof?
- How do I decide which construction or transformation will help me solve a geometry problem efficiently?

**Reflective**

- How does learning to construct and transform figures improve my precision, patience, and attention to detail?
- Where do I see constructions, symmetry, or transformations used in real-world designs, art, architecture, or engineering?
- How has working with diagrams, constructions, and proofs changed the way I explain and justify my mathematical thinking?

## Power Standards

- **G.CO.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of translations, rotations, and reflections on two-dimensional figures. *For example, (x,y) maps to (x+3,y-5) ; reflecting triangle ABC(input) across the line of reflection maps the triangle to exactly one location, A'B'C'(output).*
- **G.CO.7. (9/10)** Construct arguments about lines and angles using theorems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (Building upon standard in $8^{th}$ grade Geometry.)
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **G.CO.1d. (9/10)** Identify any line of reflection and/or rotational symmetry within a figure.
- **G.CO.11. (9/10)** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- **G.CO.12. (+)** Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.


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# Honors Geometry
## High School

## Unit #2
## Congruence

### Essential Question
How can rigid transformations and precise reasoning be used to prove figures congruent and build general congruence theorems that apply across segments, triangles, and quadrilaterals?

### Unit Summary
In this unit, students prove figures congruent by progressing from segments to triangles and then to quadrilaterals, building on prior knowledge of rigid transformations. Students use transformations to justify triangle congruence theorems (SSS, SAS, and ASA) and develop more rigorous proof-writing skills through precise language, conjectures, and formal reasoning. These congruence results are applied to quadrilaterals and serve as a foundation for future work in triangle similarity and coordinate geometry.

### Guiding Questions
**Content**

- How do congruence statements show which parts of figures correspond, and why is identifying corresponding parts essential for proving figures congruent?
- Why do the Side-Side-Side, Side-Angle-Side, and Angle-Side-Angle triangle congruence theorems guarantee congruence, while Side-Side-Angle does not?
- How do properties of congruent triangles help prove theorems about quadrilaterals and their diagonals?

**Process**

- How can someone use rigid transformations to explain and justify why two figures are congruent?


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- What steps help someone turn a conjecture into a clear, logical proof that others can understand and critique?
- How does a person evaluate whether a proof or explanation is complete, precise, and based on valid reasoning?

**Reflective**

- How does writing and critiquing proofs improve my ability to explain my thinking clearly and logically?
- Where do I see the need for certainty and precision—like congruence—in real-world situations such as design, construction, or problem solving?
- How has learning multiple ways to prove congruence strengthened my confidence and flexibility as a mathematician?

## Power Standards

- **G.CO.7. (9/10)** Construct arguments about lines and angles using theorems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (Building upon standard in $8^{th}$ grade Geometry.)
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.CO.9. (9/10)** Construct arguments about the relationships between two triangles using theorems. Theorems include: SSS, SAS, ASA, AAS, and HL.
- **G.CO.10. (9/10)** Construct arguments about parallelograms using theorems. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. (Building upon prior knowledge in elementary and middle school.)
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.


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## Supporting Standards

- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **G.CO.5. (+)** Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G.CO.6. (+)** Demonstrate triangle congruence using rigid motion (ASA, SAS, and SSS).
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*


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# Honors Geometry
## High School

## Unit #3
## Similarity

### Essential Question
How can we determine—and justify—when two figures are similar, and why do the transformations that create similarity matter?

### Unit Summary
Students deepen their understanding of similarity by defining similar figures through sequences of rigid transformations and dilations, building on prior work with congruence and grade 8 similarity. Students investigate the properties of dilations, apply transformations to show figures are similar, and develop criteria for similarity with a focus on similar triangles, including the Angle-Angle Similarity Theorem and connections to the Pythagorean Theorem. Throughout the unit, students strengthen their mathematical reasoning by noticing patterns, forming conjectures, and justifying their ideas through counterexamples and formal proofs.

### Guiding Questions
**Content**
- How does a dilation with scale factor k affect the lengths, angles, and overall shape of a figure?
- What relationships exist between corresponding sides and angles in similar triangles?
- Why does a segment drawn parallel to one side of a triangle divide the other two sides proportionally?

**Process**
- How can scale factors be determined and used to find missing side lengths in similar figures?
- How can triangle similarity theorems (AA, SAS, SSS) be applied to justify that two triangles are similar?


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- How can similarity be used to solve problems involving right triangles, including altitude-to-hypotenuse relationships?

**Reflective**

- How can I use transformations to solve real-world and geometric problems?
- How well can I write and critique proofs that rely on the definition of similarity and similarity theorems?
- How has my understanding of similar triangles helped me explain and prove results such as the Pythagorean Theorem?

## Power Standards

- **G.CO.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of translations, rotations, and reflections on two-dimensional figures. *For example, (x,y) maps to (x+3,y-5) ; reflecting triangle ABC(input) across the line of reflection maps the triangle to exactly one location, A'B'C'(output).*
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.SRT.9. (9/10)** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same


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reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

- **G.SRT.1. (9/10)** Use geometric constructions to verify the properties of dilations given by a center and a scale factor.
- **G.SRT.1a. (9/10)** A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- **G.SRT.1b. (9/10)** The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- **G.SRT.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of dilations on two-dimensional figures.
- **G.SRT.3. (9/10)** Given two similar figures, describe a sequence of transformations that exhibits the similarity between them using coordinates and the non-coordinate plane.
- **G.SRT.4. (9/10)** Understand the meaning of similarity for two-dimensional figures as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- **G.SRT.5. (9/10)** Construct arguments about triangles using theorems. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity, and AA.
- **G.C.1. (9/10)** Construct arguments that all circles are similar.


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# Honors Geometry
## High School

## Unit #4
## Right Triangle Trigonometry

### Essential Question
How can relationships between the sides and angles of right triangles be used to define, interpret, and apply trigonometric ratios to make sense of geometric situations?

### Unit Summary
In this unit, students build an understanding of ratios in right triangles that leads to defining and using sine, cosine, and tangent. Using similar triangles and tables of side-length ratios, students identify patterns, explore relationships such as the connection between sine and cosine of complementary angles, and learn to estimate and calculate angle measures using inverse trigonometric functions. Throughout the unit, students apply trigonometric reasoning in context, attend to precision, and use trigonometric ratio charts to support accurate and meaningful solutions.

### Guiding Questions
**Content**

- Why does knowing one acute angle in a right triangle determine all the ratios of its side lengths?
- How do special right triangles (45–45–90 and 30–60–90) help explain and predict side-length relationships?
- How are sine, cosine, and tangent related to each other, including why $sin(\theta) = cos(90 - \theta)$?

**Process**

- How can I use tables, trigonometric ratios, and inverse trigonometric functions to find unknown side lengths or angle measures?
- What strategies help me decide whether to use sine, cosine, tangent, or an inverse function in a given situation?


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- How can I justify or prove relationships among trigonometric ratios using geometry or algebra?

**Reflective**

- How does trigonometry help me measure heights or distances that are difficult or impossible to measure directly?
- Where do I see right triangles and trigonometric relationships used in real-world contexts such as construction, navigation, sports, or technology?
- How has learning trigonometric reasoning improved my ability to model and solve real-world problems?

## Power Standards

- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.SRT.9. (9/10)** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.

## Supporting Standards

- **N.Q.2. (all)** Define appropriate quantities for the purpose of descriptive modeling.
- **N.Q.3. (all)** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **F.TF.8. (+)** Prove the Pythagorean identity $sin^2(\theta) + cos^2(\theta) = 1$ and use it to find $sin(\theta),\ cos(\theta),\ or\ tan(\theta)$ given $sin(\theta),\ cos(\theta),\ or\ tan(\theta)$ and the quadrant.
- **G.SRT.7. (9/10)** Show that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- **G.SRT.8. (9/10)** Explain and use the relationship between the sine and cosine of complementary angles.
- **G.GMD.1. (+)** Give an informal argument for the formulas for the circumference of a


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circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments and informal limit arguments.

- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*


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# Honors Geometry
## High School

## Unit #5
## Solid Geometry

### Essential Question
How can visualizing and analyzing three-dimensional figures—through cross-sections, dilations, and volume relationships—help us understand and justify how volume is determined for different solids?

### Unit Summary
In this unit, students strengthen their spatial visualization skills by analyzing cross-sections, studying dilations, and deriving volume formulas for three-dimensional solids. They use cross-sections, Cavalieri's Principle, and dissection to justify volume formulas for pyramids and cones and to understand how scaling affects area and volume. Throughout the unit, students apply these ideas to problem solving, connect scaling to square and cube root relationships, and communicate their reasoning with precision using reference charts.

### Guiding Questions
**Content**

- How does a two-dimensional figure, when rotated, generate a three-dimensional solid as well as represent a cross-section of a three-dimensional figure?
- How do scale factors affect lengths, areas, surface areas, and volumes, and how are these relationships represented algebraically and graphically?
- Why do prisms, cylinders, pyramids, and cones have the volume formulas they do, and how are these formulas connected through cross-sections and Cavalieri's Principle?

**Process**

- How can someone visualize, sketch, and analyze solids of rotation and cross-sections to move between two- and three-dimensional representations?


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- How can graphs, calculations, and inverse reasoning work forward and backward between scale factors, dimensions, surface area, and volume?
- How can someone combine geometric relationships, such as similarity, the Pythagorean Theorem, and trigonometry, to solve complex volume problems involving composite solids?

**Reflective**

- How has improving my spatial visualization helped me better understand volume and scaling in three-dimensional figures?
- Which tools or strategies—drawing, graphing, formulas, or reasoning with cross-sections—support my problem-solving most effectively, and why?
- How has justifying volume formulas and scaling relationships changed the way I view geometry compared to memorizing formulas?

## Power Standards

- **G.SRT.9. (9/10)** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **A.SSE.1a. (all)** Interpret parts of an expression, such as terms, factors, and coefficients.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1 + 2)^n$ *as the product of P and* $(1 + r)^n$ .
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F.IF.7.** Graph functions expressed symbolically and show key features of the graph,


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by hand in simple cases and using technology for more complicated cases.

- **F.IF.7b. (11)** Graph square root, cube root, and exponential functions.
- **F.IF.9. (all)** Compare properties of two functions using a variety of representations (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, a quantity increasing exponentially eventually exceeds a quantity increasing linearly.*
- **G.GMD.1. (+)** Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments and informal limit arguments.
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*
- **G.MG.2. (9/10)** Apply concepts of density and displacement based on area and volume in modeling situations *(e.g. persons per square mile, BTUs per cubic foot)*.


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# Honors Geometry
## High School

## Unit #6
## Coordinate Geometry

### Essential Question
How can coordinates be used to describe, transform, and prove relationships among geometric figures?

### Unit Summary
In this unit, students connect geometric concepts to algebraic representations by exploring transformations, distance, and slope in the coordinate plane. They derive equations for circles, parabolas, and lines from geometric definitions and use coordinate reasoning to prove relationships involving congruence, similarity, parallelism, perpendicularity, and quadrilaterals. Students apply these ideas to partition segments, locate triangle centers, solve systems, and analyze a real-world example—the Nazca Lines—demonstrating the power of coordinate geometry for reasoning and modeling.

### Guiding Questions
**Content**

- How do reflections, rotations, and translations change figures in the coordinate plane, and how can I tell if the images are congruent, similar, or neither?
- How do distance and slope help me derive and interpret equations for circles, parabolas, and lines in the coordinate plane?
- How can coordinates be used to prove geometric relationships, such as triangle congruence, parallel and perpendicular lines, and triangle centers?

**Process**

- How can I use coordinate transformation notation and algebraic rules to show how points and figures change?
- What steps do I use to move from a geometric definition (such as distance, focus/directrix, or slope) to an equation or proof?


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- How do I decide which tools—graphs, equations, or calculations—are most effective for solving coordinate geometry problems?

**Reflective**

- How does using coordinates and equations help me explain geometry more clearly than using pictures alone?
- Where do I see transformations, slope, distance, or intersections used in real-world designs, maps, or structures?
- How has this unit helped me become more confident in justifying my thinking and solving complex mathematical problems?

## Power Standards

- **G.CO.2. (9/10)** Recognize transformations as functions that take points in the plane as inputs and give other points as outputs and describe the effect of translations, rotations, and reflections on two-dimensional figures. *For example, (x,y) maps to (x+3,y−5) ; reflecting triangle ABC(input) across the line of reflection maps the triangle to exactly one location, A'B'C'(output).*
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.C.2.(9/10)** Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
- **G.GPE.6. (9/10)** Use coordinates to prove simple geometric theorems algebraically, including the use of slope, distance, and midpoint formulas *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle.*
- **G.GPE.7. (9/10)** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (*e.g. find the equation of a line parallel or perpendicular to a given line that passes through a given point*).


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- **G.GPE.8. (9/10)** Use coordinates to compute perimeters of polygons and areas of triangles, including the use of the distance and midpoint formulas.

## Supporting Standards

- **N.Q.1. (all)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1a. (all)** Interpret parts of an expression, such as terms, factors, and coefficients.
- **ASSE.2. (all)** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.4. (all)** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*
- **G.GPE.1. (9/10)** Write the equation of a circle given the center and radius or a graph of the circle; use the center and radius to graph the circle in the coordinate plane.
- **G.GPE.2. (+)** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; graph the circle in the coordinate plane;
- **G.GPE.4. (+)** Derive the equation of a parabola given a focus and directrix; graph the parabola in the coordinate plane.
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*


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# Honors Geometry
## High School

## Unit #7
## Circles

### Essential Question
How do the relationships within and around circles help us explain, construct, and measure geometric figures, and why are these relationships important beyond this unit?

### Unit Summary
This summary provides high-level information about the main learning outcomes within this unit, in which students deepen their understanding of circle geometry by defining key terms, constructing and analyzing chords, arcs, angles, tangents, and circles associated with triangles. Students develop and prove relationships involving inscribed and central angles, tangents, cyclic quadrilaterals, circumcenters, incenters, and sector measurements, building on prior work with constructions, similarity, and angle relationships. The unit culminates with students developing fluency in arc length, sector area, and radian measure and applying these concepts to solve real-world problems.

### Guiding Questions
**Content**
- What relationships exist among chords, arcs, central angles, and inscribed angles in a circle?
- How do tangent lines and radii relate, and what angle relationships result from that connection?
- Why do special lines in triangles (perpendicular bisectors and angle bisectors) intersect at a single point?

**Process**
- How can relationships between central, inscribed, and tangent angles be used to calculate unknown angle measures and justify geometric theorems?
- How can constructions of circumscribed and inscribed circles be used to analyze properties of triangles?


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- How can arc length, sector area, and radian measure be applied to gather information about an entire circle?

**Reflective**

- How well do I understand and apply the relationships between angles, arcs, and tangents in circles?
- How can I use radian measure to make sense of arc length, sector area, and angular size?
- How has my ability to construct and reason about circles and triangles improved my overall geometric thinking?

## Power Standards

- **G.CO.7. (9/10)** Construct arguments about lines and angles using theorems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (Building upon standard in 8$^{th}$ grade Geometry.)
- **G.CO.8. (9/10)** Construct arguments about the relationships within one triangle using theorems. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; angle sum and exterior angle of triangles.
- **G.SRT.6. (9/10)** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.C.2.(9/10)** Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
- **G.MG.3. (9/10)** Apply geometric methods to solve design problems *(e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios*.

## Supporting Standards

- **A.SSE.1. (all)** Interpret expressions that represent a quantity in terms of its context.
- **A.SSE.1b. (all)** Interpret complicated expressions by viewing one or more of their


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parts as a single entity. *For example, interpret* $P(1 + 2)^n$ *as the product of P and* $(1 + r)^n$ *.*

- **A.CED.2. (all)** Apply and extend previous understanding to create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **G.C.3. (9/10)** Construct arguments using properties of polygons inscribed and circumscribed about circles.
- **G.C.4.** (+) Construct inscribed and circumscribed circles for triangles.
- **G.C.6. (+)** Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
- **G.GMD.1. (+)** Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments and informal limit arguments.
- **G.MG.1. (9/10)** Use geometric shapes, their measures, and their properties to describe objects *(e.g. modeling a tree trunk or a human torso as a cylinder).*


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# PERFORMING ARTS

## Draft Curriculum Documents

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- Honors Chamber Singers
- Music Technology
- Speech I

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### Summary Information

**HS Honors Chamber Singers**

These curriculum documents were designed to align with our national and state standards for music education while also focusing on the most advanced skills in creating, performing, and responding to music in a choral music classroom.

**HS Music Technology**

This course was designed to implement a new offering at BV Academy that focuses on composing, editing, producing, and promoting music using Digital Audio Workstations. The curriculum documents are aligned to the National Core Arts Standards.

**HS Speech I**

The curriculum documents for Speech I were redesigned to align with ELA Speaking & Listening Standards in order to fulfill the recently implemented Communications graduation requirement.

# Performing Arts / Honor Chamber Singers
## High School

## Unit 1
## Establishing the Ensemble

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do foundational ensemble skills—such as musical literacy, technical alignment, stylistic awareness, and collaborative rehearsal strategies—shape performance quality and audience connection?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*

This foundational unit establishes the rigorous standards and collaborative culture required for an advanced high school choir. It focuses on shifting the student mindset from individual singer to ensemble member. Students will refine their musical literacy to deconstruct complex scores, align their technical skills (vowels, blend, intonation) to create a unified sound, and develop a shared vocabulary for style and expression. A significant portion of this unit is dedicated to learning how to rehearse, emphasizing student autonomy and shared responsibility in the creative process.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Musical Literacy**

- How does accurate music reading contribute to ensemble precision, balance, and clarity?

**Technical Alignment**

- How do individual technical choices (tone, articulation, intonation, timing) affect ensemble unity and overall performance quality?


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**Style, Context, & Expression**

- How does stylistic and contextual understanding shape expressive decisions and help the ensemble communicate musical intent to an audience?

**Collaborative Rehearsal Process**

- How do effective rehearsal behaviors accelerate ensemble growth and improve performance outcomes?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Develop, apply, and ***refine*** appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad)
- ***Examine, evaluate, and critique***, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad)

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- Develop and apply **criteria** to select ***varied programs*** to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad)
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music ***informs*** prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)
- Demonstrate an ***understanding and mastery*** of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods ***in multiple types of ensembles.*** (Pr.5.Ad.a)
- Demonstrate an ***ability to connect with audience members before and during the process of engaging with and responding to them*** through prepared and improvised performances. (Pr.5.Ad.b)


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# Unit 2
# Developing Chamber Singers' Skills

## Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does a deep understanding of musical structure, style, and context influence advanced musicians' creative choices, rehearsal strategies, performance effectiveness, and audience connection?

## Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

This unit shifts the focus to the refined skills required for chamber singing—independence, advanced listening, and individual accountability. Students will delve deeper into the intellectual side of music-making, using analysis of structure and style not just to perform, but to create and critique. The unit emphasizes the why behind musical decisions, requiring students to justify their creative choices, rehearsal strategies, and repertoire selection with research and theoretical knowledge.

## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do musical structure, style, and context influence the choices we make when composing, improvising, or shaping musical ideas?
- How does analyzing the structure, expressive challenges, and context of music help us choose repertoire, diagnose problems, and rehearse more effectively as individuals and as an ensemble?
- How does understanding style, genre, and context improve our technical accuracy, expressive performance, and ability to connect with an audience?
- How can we use analysis, research, and personal criteria to evaluate performances and justify our musical decisions?


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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Demonstrate an ***understanding and mastery*** of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods ***in multiple types of ensembles.*** (Pr.5.Ad.a)
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music ***informs*** prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

**Create**

- Compose and improvise musical ideas ***for a variety of purposes and contexts.*** (Cr.1.Ad)

**Perform**

- Develop and apply **criteria** to select ***varied programs*** to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad)
- ***Examine, evaluate, and critique,*** using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad)
- Develop, apply, and ***refine*** appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad)
- Demonstrate an ***ability to connect with audience members before and during the process of engaging with and responding to them*** through prepared and improvised performances. (Pr.5.Ad.b)

**Respond**

- Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. (Re.1.Ad)


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- Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. (Re.2.Ad)

## Unit 3
## Developing Expressive Intent

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do advanced musicians develop, evaluate, and refine musical ideas and performances—using analysis, feedback, personal experiences, and context—to communicate expressive intent effectively to an audience?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students apply effective rehearsal strategies to address individual and ensemble challenges, build technical accuracy, and achieve ensemble unity. By connecting personal experiences, researched sources, and other art forms to musical works, students justify interpretive decisions and deepen expressive communication. Culminating performances emphasize purposeful audience connection, demonstrating how thoughtful preparation, collaboration, and reflection lead to expressive, meaningful, and engaging musical performances.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can we develop and organize composed and improvised musical ideas into clear drafts that reflect a specific purpose and context?
- How do we use criteria, feedback, and reflection to revise and improve musical drafts and performances so they more effectively communicate musical intent?
- How does analyzing structure, style, and technical demands guide our rehearsal strategies and lead to more expressive, accurate, and unified performances?
- How can research, comparison, and connections to other art forms help us justify our interpretive choices and communicate expressive meaning to an audience?


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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Demonstrate an ***ability to connect with audience members before and during the process of engaging with and responding to them*** through prepared and improvised performances. (Pr.5.Ad.b)
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music ***informs*** prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

**Create**

- Select and develop composed and improvised ideas into draft ***musical works*** organized for a ***variety of purposes and contexts*** preserving draft compositions and improvisations through standard notation and audio recording. (Cr.2.Ad)
- Evaluate and refine varied draft ***musical works*** based on appropriate criteria, ***including the extent to which they address identified purposes and contexts.*** (Cr.3.Ad)

**Perform**

- Develop and apply **criteria** to select ***varied programs*** to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad)
- ***Examine, evaluate, and critique,*** using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad)
- Develop, apply, and ***refine*** appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad)
- Demonstrate an ***understanding and mastery*** of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. (Pr.5.Ad.a)


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**Respond**

- Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. (Re.3.Ad)

# Unit 4
# Reflective Musicianship: Justifying Musical Interpretation

## Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does the synthesis of contextual understanding and critical evaluation empower musicians to justify their interpretations and deepen their connection with an audience?

## Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Through reflective practice, critical evaluation, and comparison of multiple sources—including connections to other art forms—students develop and adapt rehearsal strategies to address both individual and ensemble challenges. The unit focuses on building technical mastery, expressive nuance, and informed interpretation, culminating in performances that demonstrate thoughtful musical choices and a strong, purposeful connection with the audience.

## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How does a comprehensive understanding of theory, structure, and context justify the selection and performance of musical repertoire?
- In what ways does the analysis of genre, culture, and historical period transform a technically correct performance into an expressive one?
- How can specific rehearsal strategies be developed and adapted to master the unique technical and expressive challenges of a varied repertoire?
- How do performer-audience relationships and critical evaluation criteria shape the final delivery and assessment of a performance?


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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Demonstrate how understanding the style, genre, and context of a varied repertoire of music ***informs*** prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)
- ***Develop and justify*** evaluations of music, programs of music, and performances based on criteria, ***personal decision-making***, research, and understanding of contexts. (Re.4.Ad)
- ***Justify*** interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, ***including reference to other art forms.*** (Re.3.Ad)

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

Create

- Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. (Cr.4.Ad)

Perform

- Develop and apply ***criteria*** to select ***varied programs*** to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad)
- ***Examine, evaluate, and critique,*** using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad)
- Develop, apply, and ***refine*** appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad)
- Demonstrate an ***understanding and mastery*** of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. (Pr.5.Ad.a)


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- Demonstrate an ***ability to connect with audience members before and during the process of engaging with and responding to them*** through prepared and improvised performances. (Pr.5.Ad.b)


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# PERFORMING ARTS/MUSIC TECHNOLOGY
## High School

## Unit 1
## Foundations of Collaborative Creation

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How do musicians collaborate and use technology to generate and shape musical ideas?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students establish collaborative music production teams and explore how musical ideas are generated, selected, and refined using both live performance and digital tools. Foundational music theory concepts are applied within ensemble rehearsal and DAW-based experimentation. Students begin developing criteria for quality performance and creative decision-making while analyzing how context and technology influence musical expression.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do musicians generate melodic, rhythmic, and harmonic ideas using digital tools?
- How do performers select repertoire or ideas that match their skills and expressive intent?
- How does understanding structure and context improve ensemble performance?
- What rehearsal strategies improve both musical and technological accuracy?


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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- MU:Cr1.1.T.Ia – Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
- MU:Pr6.1.T.Ia – Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

**Creating**

- MU:Cr2.1.T.Ia – Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
- MU:Cr3.1.T.Ia – Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

**Performing**

- MU:Pr4.1.T.Ia – Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.
- MU:Pr4.2.T.Ia – Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- MU:Pr5.1.T.Ia – Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**Responding**

- MU:Re7.2.T.Ia – Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
- MU:Re9.1.T.Ia – Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.


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**Connecting**

- MU:Cn10.0.T.Ia – Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## Unit 2
## Composing, Organizing, and Developing Ideas

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do musicians organize and develop creative ideas into cohesive and expressive compositions?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students are introduced to composition, applying melody, harmony, rhythm, and form. Through analysis and critique, students refine their understanding of expressive intent, unity, and variety. Revision and peer feedback are central to the compositional process.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do composers create unity and variety?
- How does analysis of existing works inform composition?
- How do digital tools influence compositional choices?
- When is a draft ready to share?

### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- MU:Cr1.1.T.Ia – Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
- MU:Cr3.1.T.Ia - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.


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*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

**Creating**

- MU:Cr2.1.T.Ia – Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
- MU:Cr3.2.T.Ia **-** *Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.*

**Responding**

- MU:Re7.1.T.Ia **-** *Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.*
- MU:Re8.1.T.Ia - *Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.*
- MU:Re9.1.T.Ia - Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

**Connecting**

- MU:Cn11.0.T.Ia - *Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*

## Unit 3
## Refining and Producing Artistic Work

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do musicians use digital tools to refine and elevate the artistic and technical quality of their work?


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## Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students record, edit, and mix their compositions using Digital Audio Workstations (DAWs) and Musical Instrument Digital Interface (MIDI) tools. Emphasis is placed on refining expressive intent through technological decisions. Students apply established criteria to evaluate technical and artistic quality.

## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do mixing decisions affect expressive meaning?
- What criteria define quality production?
- How does revision improve clarity and impact?
- How do technological choices influence audience response?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- MU:Cr3.1.T.Ia - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- MU:Re9.1.T.Ia **-** Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

**Creating**

- MU:Cr3.2.T.Ia - Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

**Performing**

- MU:Pr6.1.T.Ia - Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.


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**Responding**

- MU:Re7.2.T.Ia - Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

**Connecting**

- MU:Cn10.0.T.Ia - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## Unit 4
## Mastering, Publishing, and Presenting

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

When is creative work ready to present, and how does presentation influence audience response?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students complete the creative cycle by mastering, branding, and presenting their original work. They examine copyright, publishing, and marketing while considering how context influences audience response.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- What criteria determine readiness for release?
- How do mastering techniques enhance clarity?
- How does context shape audience perception?
- How do musicians connect their work to society and culture?

### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- MU:Cr3.2.T.Ia - Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.


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- MU:Cn11.0.T.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

**Performing**

- MU:Pr6.1.T.Ib - Demonstrate an understanding of the context of music through prepared and improvised performances.

**Responding**

- MU:Re9.1.T.Ia - Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.


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# PERFORMING ARTS/SPEECH I
## High School

## Unit 1
## Speaker-Audience Communication

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
How can we listen to, understand and evaluate the purpose of and information in a speech act?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
Students will learn and be able to demonstrate the skills needed to listen actively and effectively in a variety of situations and media formats.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What is the model of communication?
- What role does a sender and a receiver play in communication?
- What role does verbal communication play in the conveyance of a message?
- What role does nonverbal communication play in the conveyance of a message?
- What can changes in tone, pace, and volume do to maintain or lose an audience's attention?
- What effect does context have on speech and communication?
- What types of interference can disrupt communication?

**Process**

- How do I evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric?


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- How do I respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and make new connections in light of the evidence and reasoning presented?
- How do I propel conversations, actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions?
- How do I set rules for discussions?
- How do I critically evaluate information and rhetoric to determine what is credible, logical, and persuasive?

**Reflective**

- How can I demonstrate to a speaker that I have received their message?
- What is the importance of critically evaluating different types of communication?
- Is an audience necessary for communication? What is the relationship between audience and speaker? How does this dynamic mold communication?
- How does the practice of active critical listening to persuasive messages change my perception of everyday communication practices?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively
- SL.9-10.1a Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source


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- SL.9-10.3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
- SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## Unit 2
## Speech Structure and Organization

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does the organized form of a speech drive an audience's receptiveness to the content?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will learn what elements of design and organization affect the message, meaning, and purpose of a speech.


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## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What are the key elements of a speech?
- What are the differences between speech structures?
- What effect does the structure of a speech have on its message, effectiveness, and purpose?
- What role do outlines, scripts, and notes play in speech organization?

**Process**

- How do I organize my ideas to support an effective speech presentation?
- How do I outline and prepare to support an effective speech presentation?
- How should speech organization change for different media and purposes?
- How do I present my thoughts to maximize the effectiveness of my communication?

**Reflective**

- Were my speeches clear, organized, and effective in communicating their message?
- Did my speech structure align with the purpose of my speech?
- How can I improve my structure and organization to make my speech easier for the audience to understand?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.9-10.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.9-10.7.a Use parallel structure.
- SL.9-10.7.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent;


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noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- SL.9-10.8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.8.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- SL.8.7.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- SL.8.8 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 3
## Speech Purpose and Audience Adaptation

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How should various speaking contexts inform delivery decisions?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will determine the characteristics of an audience that influence communication and adjust their delivery given particular contextual expectations.


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## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What makes a speech engaging?
- What are the various contexts during which a speech is warranted?
- What characteristics of an audience affect communication?
- What can change about a message or method of communication to adapt to different audiences?
- What elements of language, tone and formality should a speaker consider when adapting to their audience and purpose?

**Process**

- How do I identify relevant information about my audience and context of the speaking situation?
- How do I adjust speech planning for different audiences?
- How do I change my language to suit and address different audiences?

**Reflective**

- Did I reach the audience in the intended manner?
- How could I adjust my speech to deliver it in front of a different audience?
- What role does language play in reaching the audience?
- Did I identify relevant characteristics of my audience?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.9-10.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.9-10.7.a Use parallel structure.
- SL.9-10.7.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent;


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noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- SL.9-10.8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.8.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- SL.8.7.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- SL.8.8 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 4
## Verbal Communication Variation

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can a speaker adjust their vocal delivery in order to increase audience engagement?


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## Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will learn the importance of vocal delivery and refine techniques for an engaging and dynamic delivery.

## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

How can variation in speech delivery support a speech's message?

**Content**

- What is the effect of pace, pitch, power, punch, passion, pause, and pronunciation on communication?
- What effect(s) does vocal variation have on meaning?
- What ways do speakers use their voice to convey meaning?
- What role does vocal variation play in audience interest?
- What are vocal fillers?

**Process**

- How do I vary my pace, pitch, power, punch, passion, pause, and pronunciation?
- How do I recognize my own vocal fillers and remove them?
- How do I use my voice to convey a variety of messages, emotions, and ideas?

**Reflective**

- How does a speaker's vocal variation affect my reception of their message and meaning?
- Have I demonstrated deliberate efforts at vocal variation across my speaking assignments and activities?
- What effect would changing one or more aspects of my vocal performance have on the meaning of my speech?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.


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- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- SL.9-10.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.9-10.7.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- SL.9-10.8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- SL.7.7.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- SL.7.7.b Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.8.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- SL.8.7.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- SL.8.7.b Form and use verbs in the active and passive voice.
- SL.8.7.c Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- SL.8.7.d Recognize and correct inappropriate shifts in verb voice and mood.


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- SL.8.8 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Unit 5
# Nonverbal Communication Techniques

## Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do visuals, gestures, and other non-verbals affect the reception of a speech's message?

## Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will demonstrate competencies in the use of visual aides, gestures, and other forms of movement.

## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What are the variety of nonverbal communication methods, techniques, and strategies available to speakers?
- What role do posture, eye contact, facial expression, movement, and gesture have for speakers in their presentations?
- How does nonverbal communication contribute to an audience's reception and understanding of a message?
- What are the characteristics of effective nonverbal and/or visual communication methods?
- What are a speaker's triangle and other models of using space as a speaker?

**Process**

- How do I select, design, and implement effective visual aids for supporting my speech?
- How do audience and situational contexts of a speech act influence the use of nonverbal communication techniques?
- At what moments in a speech are nonverbal strategies most effective?


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**Reflective**

- How do my nonverbal choices enhance or detract from my verbal messaging?
- What role did nonverbal communication play in my active listening and reception as an audience member?
- How did my use of nonverbal communication enhance my credibility as a speaker?
- What can I change about my nonverbal methods to change the meaning of my communication?

### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
- SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.

## Unit 6
## Argumentation and Criticism

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

What constitutes a complete argument?


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## Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will express themselves with sound logical reasoning, argumentative structures, and quality research.

## Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**Content**

- What is the Toulmin model of argumentation?
- What is the rhetorical triangle (ethos, pathos, logos)?
- What kinds of information are credible and appropriate for the purpose of the speech?
- What are logical fallacies and what role do they play in various media formats?

**Process**

- How do we create complete arguments?
- How do we identify complete vs. incomplete arguments?
- How do we determine the credibility of information given the purpose of our speech?
- How do we curate strong research to support our speeches?
- How do we identify faulty logic in argumentation?

**Reflective**

- How did my application of critical thinking and counterarguments lead me to reconsider my own claims and evidence?
- Which rhetorical appeals did I find most persuasive or engaging as an audience member?
- How does the practice of active critical listening to persuasive messages change my perception of everyday communication practices?

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- SL.9-10.1a Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.


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- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.


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# SCIENCE

## Draft Curriculum Documents

Earth Space Science

**Summary Information**

The updated high school Earth and Space curriculum documents have been refined to better align with standards, ensuring a clearer and more coherent progression of content. Guiding questions have been sharpened to emphasize key scientific skills and overarching concepts, helping students think more deeply about the material. Additionally, the revisions place a stronger emphasis on real-world connections, making learning more relevant and meaningful for students.

# Earth Space Science
## Grades 10-12

## Unit 1
## History of Earth

### Essential Question
How do we know Earth has changed over time?

### Unit Summary
Students investigate the vast timeline of Earth's history and explore the evidence scientists use to reconstruct geologic events over billions of years. Through the study of rock layers, fossils, and radioactive decay, students learn how geologic principles and dating techniques are applied to understand Earth's formation, evolutionary history, and the development of its current surface features.

### Guiding Questions
**Content**

- Can students identify the evidence needed to create a timeline of Earth's geologic history? ESS 2-7
- What methods do scientists use to date Earth's events and materials (relative and radiometric dating, fossils)? ESS1-5, ESS1-6, ESS 2-7

**Process**

- Can students use geologic evidence to create a time-line of Earth's geoevolutionary past? ESS1-6, ESS 2-7
- Can students construct an explanation of how scientists use half-lives to date Earth's materials? ESS1-6

**Reflective**

- Can students create an argument for Earth's current biodiversity using Earth's geologic past? ESS 2-7
- How do scientists use evidence (radiometric, relative, half-life and geologic principles) to date geologic events? ESS1-5, ESS1-6, ESS 2-7


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## Power Standards

- ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- ESS 2-7: Constructs an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.


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# Earth Space Science
## Grades 10-12

## Unit #2
## Materials and Natural Resources

### Essential Question
What are the processes that create Earth's materials and how do humans use them?

### Unit Summary
In this unit, students will explore the geological origins, extraction, and use of Earth's rock, mineral, and energy resources. Students will examine how minerals and rocks form, where and how they are mined, and how these materials support modern life. The unit also investigates the environmental and societal impacts of resource use, and challenges students to evaluate and debate sustainable practices in mining and energy.

### Guiding Questions
**Content**

- How and where are minerals and rock extracted for human use? ESS 3-2
- How do humans use mineral and rock resources? ESS3-1, ESS 3-2
- Can students recognize renewable and non-renewable energy sources? ESS 3-3

**Process**

- Can students use evidence to explain rock and mineral formation and how that relates to their availability on Earth? ESS3-1, ESS 3-2
- Can students identify natural resources used everyday and use simulations to predict their impact (economically, ecologically)? ESS3-1, ESS 3-3
- Can students identify hazards associated with mining and design solutions to mitigate risks? (environmental or personal) ESS 3-2


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**Reflective**

- How is current legislation impacting ways mining occurs? ESS 3-3
- Can students create an argument for the best form of mining? ESS 3-2
- What are the costs and benefits of the current mining practices? ESS3-1, ESS 3-3
- What are the costs and benefits of using renewable vs. non-renewable energy resources? ESS3-1, ESS 3-3

## Power Standards

- 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.
- ESS 3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost benefit ratios.
- ESS 3-3: Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.


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# Earth Space Science
## Grades 10-12

## Unit #3
## Surface Processes

### Essential Question
How do Earth's natural processes shape the surface of the Earth?

### Unit Summary
In this unit, students will explore how water moves through Earth's systems, drives erosional processes, and interacts with natural landscapes and to reshape the planet's surface. Students investigate the water cycle, analyze erosion and mass movements, and evaluate how human activity contributes to and can mitigate these changes. Through models, simulations, and case studies, students learn to connect Earth's processes with real-world environmental challenges and solutions.

### Guiding Questions
**Content**

- What is the driving force between the water cycle? ESS2-5
- What is the relationship between the water cycle and erosional processes? ESS2-2, ESS2-5
- How do human induced erosional processes cause mass movements? ESS3-4
- How do natural processes and human activity contribute to mass movements that change landscapes? ESS3-4

**Process**

- Can students use models/simulations to predict human impact on Earth's surface? ESS3-4
- Can students use investigations to explain how glacial erosion contributed to surface features that are seen in the United States? ESS2-5
- Can students use data to predict locations that are at risk of mass movements? ESS2-2


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**Reflective**

- What can people do to mitigate erosional damage and prevent run-off? ESS2-5, ESS3-4
- What can people do to improve the water quality of the local watershed? ESS3-4
- How can people decrease the impacts of mass movements? ESS2-2, ESS3-4

## Power Standards

- 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.
- ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.


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# Earth Space Science
## Grades 10-12

## Unit #4
## Internal Processes

### Essential Question
How do Earth's internal processes contribute to changes on the Earth's surface?

### Unit Summary
In this unit, students will focus on the Theory of Plate Tectonics as the unifying framework that explains Earth's surface features, geologic activity, and internal processes. Students will investigate how plate movements, driven by internal heat and convection, are responsible for the construction and destruction of Earth's crust. Through exploration of earthquakes, volcanoes, and seismic data, students will build a scientific understanding of how Earth's surface changes and how plate tectonics connects Earth's interior with its surface.

### Guiding Questions
**Content**

- How does the Theory of Plate Tectonics explain the age of Earth's crustal rocks? ESS1-5
- What mechanism drives plate movement? ESS2-3
- How does plate composition relate to the construction and destruction of Earth's surface? ESS2-1
- How does the location of a volcano on Earth determine its general properties? ESS2-1
- How can earthquake data be used to explain the structure of the Earth? ESS2-3


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**Process**

- Can students model how seismic waves are used to determine Earth's interior properties? ESS2-3
- Can students create a model correlating earthquakes, volcanoes, and plate boundaries? ESS2-1
- Can students use evidence of past and current movements to model the processes (seafloor spreading and convection) involved in plate tectonics? ESS2-1, ESS2-3, ESS1-5

**Reflective**

- What is the impact of earthquakes and volcanoes to the local communities?
- Why are certain locations on Earth more susceptible to earthquakes and volcanoes? ESS1-5, ESS2-3
- How does plate tectonics impact the formation of continental and oceanic geologic features? ESS 2-1

## Power Standards

- ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
- ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.


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# Earth Space Science
## Grades 10-12

## Unit #5
## Atmospheric Properties

### Essential Question
What influence do atmospheric properties have on climate and seasonal changes?

### Unit Summary
In this unit, students will explore how Earth's orbit, atmosphere, and oceans interact to drive climate and weather patterns, and how human activity is changing these systems. Students will study the Earth-Sun relationship, the role of the atmosphere and its layers, greenhouse gases, and how carbon and water cycles influence the planet's energy balance. They will also analyze current climate trends and develop explanations and arguments about how human actions are altering Earth's climate and what the future might hold for ecosystems and society.

### Guiding Questions
**Content**

- How does the tilt of the Earth affect seasonal changes on Earth? ESS2-4
- How does the Sun's rays affect Earth's energy budget? ESS2-4
- How does water vapor explain the flow of energy through Earth's atmosphere? ESS2-4
- What are the layers of the atmosphere? ESS 2-6
- How has human activity increased carbon dioxide levels on Earth? ESS2-6, ESS3-6
- How does the changes of global and regional climate affect weather patterns? ESS2-2, ESS3-5


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**Process**

- Can students model the impact humans have on the circulation of carbon through Earth's systems? ESS2-6, ESS3-6
- Can students model and explain causes of variations in the flow of energy of Earth's systems? ESS2-4
- How can historical atmospheric data (i.e. temperature, humidity, and $CO_2$) be used to predict changes in Earth's systems? ESS2-2, ESS2-4, ESS3-5

**Reflective**

- How will the increase in global temperatures affect life on Earth? ESS2-6, ESS3-6
- How are the layers of the atmosphere important to protecting life on Earth? ESS2-2, ESS3-5
- How do changes in the ocean temperatures affect local climates? ESS2-2, ESS2-4

## Power Standards

- ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that causes changes to other Earth systems.
- 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.
- ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- 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.
- ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.


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# Earth Space Science
## Grades 10-12

## Unit #6
## Severe Weather

### Essential Question
How does the flow of solar energy drive Earth's weather patterns?

### Unit Summary
In this unit, students will explore how solar energy powers atmospheric circulation and drives global wind patterns, pressure systems, and weather events. Students investigate the complex interactions between sunlight, Earth's rotation, and atmospheric conditions to understand the movement of air, the formation of storms, and how scientists predict and forecast weather. Through data analysis, modeling, and simulations, students develop a systems-level understanding of how atmospheric energy flows create observable weather patterns.

### Guiding Questions
**Content**

- How does solar energy drive atmospheric wind patterns? ESS2-4
- What role does the Coriolis effect play in global wind patterns and weather systems? ESS2-4
- How do changes in atmospheric pressure affect weather patterns? ESS2-4
- What conditions are needed for the formation of severe weather (i.e. thunderstorms, hurricanes, tornadoes, hail, etc.)? ESS2-4

**Process**

- Can students use a model to predict the path of a frontal system based on upper air patterns? ESS2-4
- Can students analyze a surface map to recognize fronts, wind patterns, moisture differences and pressure systems? ESS2-4


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**Reflective**

- How do we use air masses and fronts to predict changing weather patterns? ESS2-4
- How do wind patterns influence climate? ESS2-4
- How do we use weather data to create weather forecasts? ESS2-4

## Power Standards

- 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.


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# Earth Space Science
## Grades 10-12

## Unit #7
## Earth's Place in the Universe

### Essential Question
How did the way the solar system formed affect how its objects look and move?

### Unit Summary
In this unit, students will be introduced to the structure and dynamics of our solar system, focusing on the motion of celestial bodies, the criteria for defining planets, and the formation of the solar system through the Nebular Theory. Students will also explore the causes of observable phenomena, such as moon phases, and investigate how early solar system conditions influenced the formation of terrestrial and Jovian planets. Through data analysis, modeling, and comparisons, students will develop an understanding of how Earth's place in the universe influences the systems we observe today.

### Guiding Questions
Content

- How does Earth move in relationship to other bodies in the solar system? ESS1-4
- What characteristics define a planet in our universe? ESS1-6
- Can students compare the origins of celestial bodies (i.e. planets, asteroids, meteoroids and comets) within our solar system? ESS1-4
- How does the Nebular Theory explain the formation of the objects in the solar system(i.e. Planets, Dwarf Planets, Meteoroid, Asteroids, Comets)? ESS1-6
- What causes the moon phases as observed from Earth? ESS1-4


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Process

- Can students use Kepler's Laws of Planetary Motion to model the movements of objects in the solar system? ESS1-4
- Can students use evidence to explain why there are differences between terrestrial and Jovian planets? ESS1-6

Reflective

- What conditions in the formation of the early solar system contributed to the difference in terrestrial and Jovian planets? ESS1-6
- How do Kepler's laws of planetary motion explain Earth's orbital patterns? ESS1-4

## Power Standards

- ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.


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# Earth Space Science
## Grades 10-12

## Unit #8
## The Universe

### Essential Question
What evidence explains the origin and evolution of the universe?

### Unit Summary
In this unit, students explore the structure and origin of the Universe, focusing on galactic and stellar evolution and the evidence supporting the Big Bang Theory. Students will use data to analyze star spectra and brightness, and to interpret what elements are found within stars. Students will use scientific reasoning and modeling to connect observable phenomena to theories about the Universe's origin and evolution.

### Guiding Questions
Content

- What is the Solar System's place within the Universe? ESS1-2
- How do stars produce energy? ESS1-1, ESS1-3
- How are galaxies classified? ESS 1-2
- What is the relationship between mass and stellar evolution? ESS1-3
- What is the evidence supporting the Big Bang Theory? ESS1-2
- How do the tools of astronomy (i.e. telescopes & spectrometers) help us to study the spectra of the stars? ESS1-2

Process

- Can students explain how mass will determine the evolutionary process of stars? ESS1-3
- Can students model the path of energy from the core to the surface of a star? ESS1-1
- Can students explain the study of stars' spectra and brightness scale to identify the composition and elements of a star? ESS1-2


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- Can students use astronomical evidence to explain the Big Bang Theory? ESS1-2

Reflective

- How does stellar mass determine the end stage of a high mass star? ESS1-3
- How does studying the spectra of distant bodies support the Big Bang Theory? ESS1-2
- How can the mass of a star be used to predict its life span? ESS1-1
- How does galaxy classification explain galactic evolution? ESS 1-2

## Power Standards

- ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
- ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.


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# SOCIAL STUDIES

## Draft Curriculum Documents

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Social Studies 7

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### Summary Information

Revisions and edits to the 7th Grade Kansas History curriculum are minimal. Unit 1 has a new title: Who is Kansas?; Unit 4 has a new title: This is Kansas. Across all units, examples have been added to the Content and Process Guiding Questions to enhance clarity, consistency, and instructional guidance.

# Social Studies 7
## 7th Grade • Kansas History

## Unit 1
# Who is Kansas?

### Essential Questions
**What makes me a Kansan? What makes Kansas unique?**

### Unit Summary
This unit empowers 7th graders to act as historians by linking their own experiences to Kansas' story. Students apply geographic principles to understand Kansas' place in the nation and world, and use geographic and historical analysis to explore the lives of Kansas' Indigenous peoples.

### Guiding Questions
**Content**
(Kansas HGSS Standards & Benchmarks indicated)

- How am I connected to Kansas? (3.1) (5.4)
- What is Kansas' absolute and relative location and how does it impact how Kansans live? (e.g., Kansas' place in the United States, the world, etc.) (5.1)
- What physical features make Kansas unique? (e.g., 11 Regions, Ogallala Aquifer, prairie, etc.) (5.1)
- What human features make Kansas unique? (e.g., rural, suburban, urban) (5.1)
- What regions does Kansas collectively belong to and how do they impact its identity? (e.g., The Great Plains, Midwest, Tornado Alley, Bread Basket, etc.) (3.1) (5.1)
- How does the environment impact the way Kansans live? (e.g., weather, economic opportunities, population density, etc.) (1.1) (1.2)
- How did the geography of Kansas impact indigenous peoples? (e.g., historically nomadic tribes, historically sedentary tribes, adaptations, tools & technologies, buffalo, rivers, etc.) (3.2)

**Process**
(NCSS C3 Framework Standards indicated)

- How can I analyze connections among peoples and developments in broader


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historical contexts? (D2.HIS.1.6-8)
- How can I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.HIS.6.6-8)
- How do I explain how the physical and human characteristics of places and regions are connected to human identities and cultures? (D2.GEO.6.6-8)
- How do I analyze the ways in which cultural and environmental characteristics vary among regions? (D2.GEO.10.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

**Reflective**

- How am I connected to Kansas?
- How does geography impact Kansas' identity?

## Power Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)

## Supporting Standards

- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument. (5.4)


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# Social Studies 7
## 7th Grade • Kansas History

### Unit 2
# Whose Land is it Anyway?

### Essential Question
Whose land is it anyway?

### Unit Summary
Students develop historical thinking skills as they examine conflicts shaped by people, the environment, and competing interests. They investigate differing beliefs and their impacts and draw meaningful connections between historical events.

### Guiding Questions
**Content**
(Kansas HGSS Standards & Benchmarks indicated)

- How has conflict impacted Kansas history? (e.g., between and among peoples, the environment, opposing interests, etc.) (1.1) (2.1) (3.1) (4.1) (5.1)
- In what ways did life and culture change for indigenous peoples after European and American explorers arrived? (e.g. Spanish, French, Lewis & Clark) (1.1) (1.2) (4.1) (5.1)
- How did the relocation of emigrant indigenous tribes to Kansas influence the lives and culture of both those tribes and of indigenous tribes of Kansas? (e.g., Indian Removal Act, Cherokee, Potawatomi, Medicine Lodge Treaty, Kansas and Osage, missions, reservations, etc.) (1.1) (1.2) (2.1) (4.1) (5.2)
- How did people moving through Kansas along Westward Trails create both conflict and cooperation with indigenous peoples? (e.g., invasion of hunting grounds and homes, trade, frontier forts, etc.) (2.1) (3.1) (5.1) (5.2)
- How did the Homestead Act and Manifest Destiny impact settlement in Kansas? (e.g., frontier forts, Buffalo Soldiers, environmental challenges - lack of trees, sod homes, cow chips; farming practices, etc.) (1.1) (1.2) (4.1) (5.1)
- What positive and negative impact did cattle drives and the railroad have on settlement and economic development? (e.g., buffalo hunting, end of the


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open range, fencing, cowtowns, cowboys, trade, land grants, etc.) (1.1) (1.2) (4.1)
- How did human-environment interaction create conflict? (e.g., overgrazing, overfarming, industrialization of farming, drought, the Dust Bowl, shelter belts, crop rotation, etc.) (1.1) (1.2) (5.1)

**Process**

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)
- How can I determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How can I analyze connections among peoples and developments in broader historical contexts? (D2.HIS.1.6-8)
- How can I explain why and how perspectives of people have changed over time? (D2.HIS.5.6-8)
- How can I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.HIS.6.6-8)
- How can I analyze multiple perspectives and opposing interests related to a historical and/or contemporary issue? (from D3.3.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

**Reflective**

- How does the question, "Whose land is it anyway?" reflect the key idea of conflict in Kansas?
    - Why is it important to understand conflicts between and among peoples?
    - Why is it important to understand conflicts between people and the environment?
    - Why is it important to understand conflicts between opposing interests from multiple perspectives?

## Power Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)


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- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will use their understanding to make a claim or advance a thesis using evidence and argument. (1.4) (2.4.) (3.4) (4.4) (5.4)

## Supporting Standards

- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)


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# Social Studies 7
## 7th Grade • Kansas History

## Unit 3
# It Happened Here First

### Essential Question
Why does Kansas matter?

### Unit Summary
Students develop historical thinking skills as they explore how beliefs and ideas shape actions. They analyze the contributions of key individuals and groups to evaluate Kansas' role in major national and international conflicts. Students investigate how people drive community change and impact national reform movements.

### Guiding Questions
**Content** (Kansas HGSS Standards & Benchmarks indicated)

- What role did slavery play in the movement of people to Kansas? (e.g., Free Staters, Jayhawkers, Bushwackers, popular sovereignty, Kansas Nebraska Act, challenges of writing a state constitution, etc.) (1.1) (1.2) (2.1) (3.1) (3.2)
- How did the "Bleeding Kansas" conflict contribute to political divisions in the U.S. and lead to the Civil War? (e.g., First Sack of Lawrence (1856), Caning of Senator Charles Sumner, Potawatomi Massacre, Marais des Cygnes Massacre, John Brown, etc.) (1.2) (2.2) (3.2) (5.1) (5.4)
- What role did Kansas play during the Civil War? (e.g., William Quantrill, Sack of Lawrence/Quantrill's Raid, contributions of African American soldiers, contributions of women, Battle of Mine Creek, etc.) (1.1) (1.2) (3.1) (4.1)
- Why did the Exodusters move to Kansas? (e.g., Kansas' identity as a free state, Benjamin "Pap" Singleton, town of Nicodemus, etc.) (1.1) (1.2) (3.1) (3.2)
- How did Kansas pave the way for national reform movements? (e.g., prohibition, women's suffrage, journalism - William Allen White, child labor laws, public health, Brown v. Topeka Board of Education, etc.) (3.1) (3.2) (4.1) (4.2)


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- Why did Populism gain popularity in Kansas? (e.g., farmers' rights, the People's Party, economic reforms, impact on national politics, etc.)? (3.1) (3.2) (4.2)
- How did Kansans contribute to the national war efforts of WWI and WWII? (e.g., "Win the War with Wheat", Fort Riley training, Flu Epidemic of 1918, aviation industry, Dwight D. Eisenhower, etc.) (3.1) (3.2) (4.2) (5.4)

**Process**

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)
- How can I determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I explain the origins, purposes and impact of constitutions and laws? (D2.CIV.3.6-8)
- How do I explain the relevance of personal interests and perspectives, and democratic principles when people address issues in government and civil society? (D2.CIV.10.6-8)
- How do I compare historical and contemporary means of changing societies and promoting the common good? (D2.CIV.14.6-8)
- How can I analyze connections among events and developments in broader historical contexts? (D2.HIS.1.6-8)
- How can I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.HIS.6.6-8)
- How can I analyze multiple perspectives and opposing interests related to a historical and/or contemporary issue? (D3.3.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

**Reflective**

- Why does Kansas matter?
- What role did Kansas play leading up to and during national conflicts?
- What role did Kansas play leading up to and during international conflicts?
- What role did/does Kansas play in national reform movements?
- How can people change and reform their communities?


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## Power Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will use their understanding to make a claim or advance a thesis using evidence and argument. (1.4) (2.4.) (3.4) (4.4) (5.4)

## Supporting Standards

- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)


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# Social Studies 7
## 7th Grade • Kansas History

## Unit 4
# This is Kansas

### Essential Question
How is Kansas navigating a changing world?

### Unit Summary
Student historians explore how individuals and communities interact with government, society, and the economy. They examine rights and responsibilities, and analyze the consequences of decisions. Students investigate current economic, environmental, and population trends to evaluate contemporary issues.

### Guiding Questions
**Content** (Kansas HGSS Standards & Benchmarks indicated)

- How are governments in Kansas organized and what are their roles and functions? (e.g., state, county, city, education, public safety, drivers' license, elections, etc.) (2.1)
- What are the rights and responsibilities of Kansans? (e.g., voting, obeying laws, paying taxes, etc.) (2.2) (2.3) (2.4)
- How have immigration patterns changed the demographics of Kansas? (4.2) (4.3) (5.3)
- How is the economy of Kansas changing? (1.3) (4.2) (4.3)
- How is globalization impacting Kansas? (3.3) (3.4) (4.3) (5.2)
- Which environmental issues impact Kansas? (e.g., resource use, Ogallala Aquifer, energy consumption/production, etc.) (1.3) (3.3) (4.3) (5.2) (5.3)
- Which Kansans are making an impact today? (4.4) (2.4) (5.4)

**Process**

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)


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- How can I determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I apply civic virtues and democratic principles in school and community settings? (D2.CIV.7.6-8)
- How do I compare historical and contemporary means of changing societies and promoting the common good? (D2.CIV.14.6-8)
- How do I explain how economic decisions affect the well-being of individuals, businesses, and society? (D2.ECO.1.6-8)
- How do I evaluate alternative approaches for solutions to current economic issues in terms of benefits and costs for different groups and society as a whole? (D2.ECO.2.6-8)
- How can I analyze multiple perspectives and opposing interests related to a historical and/or contemporary issue? (from D3.3.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

**Reflective**

- How can I make an impact in Kansas?
- What economic opportunities do I have in Kansas?
- How is Kansas navigating a changing world?

## Power Standards

- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.3)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)
- The student will use their understanding to make a claim or advance a thesis using evidence and argument. (1.4) (2.4.) (3.4) (4.4) (5.4)


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## Supporting Standards

- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)


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# WORLD LANGUAGE

## Draft Curriculum Documents

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French 3 - Unit 2

Spanish 3 - Unit 3

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### Summary Information

French and Spanish Level 3 each replaced a unit in their sequence to include more culturally centered content and applicable language functions. These curricular updates reflect updated proficiency benchmarks and performance indicators that were released in March of 2026.

# World Language / French 3
## High School

## Unit 2
Contemporary Life: **Bienvenue Chez Moi**

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
What are ways people feel at home?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit students will communicate in French about their daily lives and personal experiences while exploring cultural perspectives of home and family in the Francophone world. Through engaging communicative tasks students will explore common interactions that take place in a Francophone household, including culturally authentic greetings, chores, meals, and family routines. Learners will describe their recent and upcoming plans using familiar time expressions, generate follow up questions and discuss their preferences and opinions on daily topics. The unit emphasizes authentic communication and builds confidence in navigating real-world situations.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

**How do I use the language to**

- tell about my daily life.
- describe my interests.
- navigate common interactions in a Francophone home.
- discuss recent and upcoming plans.
- express my opinion using common French phrases.


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## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **Communication:** communicate effectively using the interpretive, interpersonal and presentational modes.
    - **ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.
    - **ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
    - **ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW**

- **Interpretive:**

  I can…
    - identify the main idea from simple sentences in conversations.
    - identify the topic and related information from simple sentences in descriptive informational texts and media.
    - identify the topic and related information from simple sentences in short fictional texts and media.
- **Interpersonal:**

  I can…
    - exchange information on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
    - express and react to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
    - interact with others to meet my basic needs in familiar situations,


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creating simple sentences and appropriate follow-up questions.

- **Presentational:**

  I can…
  - describe aspects of familiar topics and topics of interest, creating simple sentences.
  - express my preferences and opinions and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.
  - describe activities and events, creating simple sentences.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **Cultures**
  - Relating Cultural Practices to Perspectives
    - Practices: daily routines, using common phrases, social norms
    - Perspectives: curiosity about the well-being and opinions of others
  - Relating Cultural Products to Perspectives
    - Products: layout of home
    - Perspectives: curiosity about the well-being and opinions of others
- **Connections**
  - Making Connections to Other Disciplines
    - Social Studies: family life
  - Acquiring Information and Diverse Viewpoints
    - Elements unique to the home in TL culture
- **Comparisons**
  - Language Comparisons
    - Positive/negative responses
  - Cultural Comparisons
    - Navigating common interactions in various communities
- **Communities**
  - School and Global Communities


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        - Read and listen about experiences abroad
        - Apply knowledge and skills while traveling
    - Lifelong Learning
        - Self assess progress toward unit goal


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# World Language / Spanish 3
## High School

## Unit 3
Contemporary Life: **Sonidos y Pasos**

### Essential Question
*This question guides the student experience throughout the unit and is open-ended and enduring.*
What makes music meaningful to people across different cultures?

### Unit Summary
*This summary provides high-level information about the main learning outcomes within this unit.*
In this unit students explore the vibrant world of traditional Spanish music and dance while communicating the key characteristics of major genres. Students will discuss, interpret, and reflect on traditional Spanish music and dance with cultural insight. Students use the target language to share their opinions about the music they hear, describe the sounds of specific genres, interpret the theme of songs, identify historical influences on artists and musical genres and compare and contrast musical styles across regions. This unit encourages cultural appreciation and personal connection through artistic expression.

### Guiding Questions
*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*
**How do I use the language to**
- share my opinions about the music I hear?
- describe the sounds of specific genres?
- interpret the theme of a song?
- compare and contrast different sounds from different genres?
- identify historical influences on specific genres?

### Power Standards
*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*
- **Communication:** communicate effectively using the interpretive, interpersonal and presentational modes.


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- **ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.
- **ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- **ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW**

- **Interpretive:**

  I can…
  - identify the main idea from simple sentences in conversations.
  - identify the topic and related information from simple sentences in descriptive informational texts and media.
  - identify the topic and related information from simple sentences in short fictional texts and media.
- **Interpersonal:**

  I can…
  - exchange information on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
  - express and react to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
  - interact with others to meet my basic needs in familiar situations, creating simple sentences and appropriate follow-up questions.
- **Presentational:**

  I can…
  - describe aspects of familiar topics and topics of interest, creating


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simple sentences.
    - express my preferences and opinions and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.
    - describe activities and events, creating simple sentences.

*Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.*

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **Cultures**
    - Relating Cultural Practices to Perspectives
        - Practices: using music and dance as a way to communicate and celebrate
        - Perspectives: music and dance are a reflection of culture
    - Relating Cultural Products to Perspectives
        - Products: music, dance, instruments
        - Perspectives: music and dance are a reflection of culture
- **Connections**
    - Making Connections to Other Disciplines
        - Music
        - History
        - Dance
    - Acquiring Information and Diverse Viewpoints
        - Using a variety of resources from the target culture to gain understanding of diverse perspectives
- **Comparisons**
    - Language Comparisons
        - Compare language conventions common in expressing likes and dislikes
    - Cultural Comparisons
        - Types of music preferences can vary across countries and cultures
- **Communities**
    - School and Global Communities


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        - Understand the context of songs and music
        - Listen to and dance to music from target culture
    - Lifelong Learning
        - Self-reflection and desire for continued personal growth and enrichment


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# BLUE VALLEY SCHOOLS

## FINANCE AND OPERATIONS BOARD ADVISORY COMMITTEE

## MINUTES

**June 4, 2026 @ 7:30AM**

**HIGH PLAINS ROOM**

FACILITATOR(S):

Jake Slobodnik, Chief Operations Officer and
Jeremy McFadden, Chief Financial Officer

COMMITTEE MEMBERSHIP:

Patrons: Tom Robinett, Brenda Stasiulis, Michelle Mitchell, Louis Pisani, Ryan Rutkowski, Megan Senatore, Kelly Arvin Harrison, Cassie Banka, Sara Holmes, Lauren Garcia
Board Members: David Benson, Clay Norkey, Sonya Evans
Staff: Jake Slobodnik, Jeremy McFadden, Dr. Gillan Chapman, Dr. Eric Punswick, Jason Gillam, Kaci Brutto, Carrie Myers, Brian Daley, Kelly June, Charles Rathbun

Strategic Plan Connection(s):

Empowering exemplary educators and staff – by informing decisions around compensation, staffing and operational support that promote a positive and thriving workplace.

Fostering supportive and healthy school communities – by ensuring facilities and operations contribute to safe and well-maintained environments for students and staff.

TOPIC 1

Representatives with Holmes Murphy presented the annual 2027 healthcare & employee benefit programs renewal.

## TOPIC 2

Sid Cumberland, Risk & Safety Manager, presented the annual risk management plan for 2026-27.

## TOPIC 3

Jason Gillam, Director of Business Operations, presented the Purchasing Memo

## NEXT MEETING

The next meeting will be held on July 16, 2026. The meeting adjourned at 9:00am.

# June 2026 Celebrations Update

# DISTRICT

Blue Valley Schools celebrated 1,719 graduates from the **Class of 2026** with graduation ceremonies and celebrations.
















CULTIVATING LIFELONG LEARNERS PREPARED TO NAVIGATE THEIR FUTURE WITH PURPOSE.

# DISTRICT

In the latest episode of BV Unmuted, Superintendent **Dr. Gillian Chapman** is joined by **Dr. Libby Milkovich** (Children's Mercy pediatrician and Blue Valley parent), **Amy Farthing** (Blue Valley executive director of school administration) and **Kelly June** (Blue Valley executive director of academic services) to discuss how to help children and teenagers build healthy screen time habits and find balance in an evolving digital world.




*www.tinyurl.com/BVUnmutedScreenTime*

# DISTRICT

**Blue Valley staff members and administrators** came together during summer leadership to collaborate and learn.



# DISTRICT

**June Recognition Dates & Holidays**

- 6/19: Juneteenth

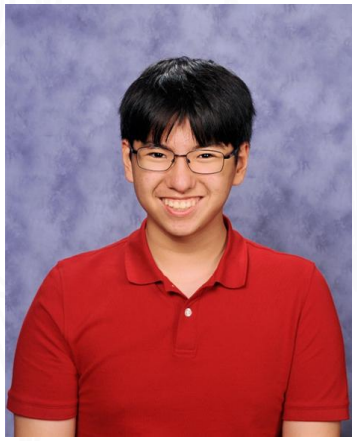


# STUDENT

Blue Valley North's **Matthew Chen** and Blue Valley Southwest's **Zayna Ahmed** and **Dane Weninger** were named semifinalists in the 2026 U.S. Presidential Scholars Program.



The three graduates are among just six Kansas students named semifinalists. Blue Valley Schools is the only district in Kansas with multiple semifinalists.





# STUDENT

**Eight Blue Valley seniors** were named this year's National Merit $2,500 Scholarship winners by the National Merit Scholarship Corporation.

**Eleven Blue Valley seniors** were named this year's National Merit College-Sponsored Merit Scholarship winners by the National Merit Scholarship Corporation.

NATIONAL MERIT SCHOLARSHIP PROGRAM

# STUDENT

Two Blue Valley high school students received 2026 Blue Star Awards from the Starlight Theatre:

- Junior Rising Star Scholarship - Blue Valley Southwest's **Aliyah Lawrence**
- Outstanding Performer in a Featured Role - Blue Valley Northwest's **Ryan Peterson**



# STUDENT

The 2026 yearbook from **Blue Valley Northwest** was inducted into Walsworth Yearbooks' Gallery of Excellence. The distinction honors yearbooks that consistently demonstrate superior quality.



# STUDENT

**Pleasant Ridge Middle** students qualified for national-level competitions in MATHCOUNTS, National Science Bowl and Science Olympiad during the same year — an achievement accomplished only by a handful of middle schools nationwide.



# STAFF

Mission Trail Elementary's **Debbie Bond** was recognized by the Kansas House of Representatives for her 38 years of service to public education in Blue Valley Schools.



# STAFF

Blue Valley North's **Myles Wilcox** was named a recipient of the 2026 Athletic Training Preceptor Award by the University of Kansas Medical Center's Department of Physical Therapy, Rehabilitation Science and Athletic Training.

# STAFF

Blue Valley West's **Dr. Laura Restivo** was named a recipient of the 2026 Wolfe Teaching Excellence Award by the University of Kansas.

# ACTIVITIES & ATHLETICS

**Blue Valley West Girls Swim & Dive** won the 6A state championship.




*Andy Brown/KSHSAA Covered*

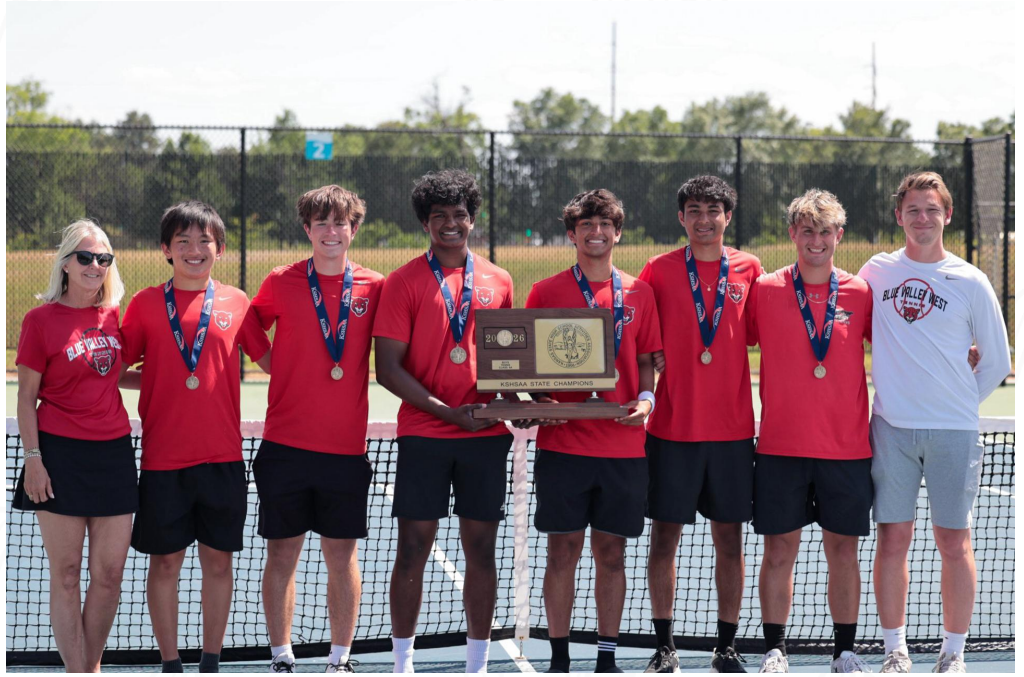
# ACTIVITIES & ATHLETICS

**Blue Valley West Boys Tennis**

won the 6A state

championship, the team's

fourth straight state title.



*Andy Brown/KSHSAA Covered*

# STUDENT

**125 Blue Valley high school solos and small ensembles** earned I ratings at the KSHSAA State Solos & Small Ensembles Music Festival.

**10 Blue Valley high school groups** earned I ratings at the KSHSAA State Large Groups Music Festival.



# ACTIVITIES & ATHLETICS

At the 6A Girls Swim & Dive State Championship, several Blue Valley students won state titles:

- **Maggie Dahl**, Blue Valley Northwest - 50 Free, 100 Free
- **Amber Stringer**, Blue Valley West - 500 Free
- **Caitlyn Chopra**, **Avery Johnson**, **Anya Pivonka** and **Sasha Weiner**, Blue Valley West - 200 Medley Relay
- **Hayden Benbow**, **Anya Pivonka**, **Amber Stringer** and **Sasha Weiner**, Blue Valley West - 400 Free Relay



# ACTIVITIES & ATHLETICS

At the 5A Girls Swim & Dive State Championship, several Blue Valley students won state titles:

- **Willow Weninger**, Blue Valley Southwest - 100 Breaststroke, 200 Individual Medley
- **Molly Hartweger**, **Kameryn Ross**, **Sophia Sponseller** and **Willow Weninger**, Blue Valley Southwest - 400 Free Relay



# ACTIVITIES & ATHLETICS

At the 6A Boys Tennis State Championship,

Blue Valley West's **Ishaan Musti** and

**Ganesh Srikanth** won the doubles state

title.



# ACTIVITIES & ATHLETICS

At the 6A Boys Golf State Championship, Blue Valley North's **Drew Krystyn** won the individual state title.



# ACTIVITIES & ATHLETICS

At the State Track and Field Championship, several Blue Valley students won individual and team state titles:




- **Lexi Franks**, Blue Valley Southwest - Girls Javelin
- **Dylan Cross**, Blue Valley Southwest - Boys Pole Vault (back-to-back champion)
- **Jacob D'souza**, Blue Valley Northwest - Boys 3200m
- **Logan Nelson**, Blue Valley Northwest - Boys Discus
- **Paige Faulkner**, Blue Valley High - Girls 800m
- **Hyland Wright**, Blue Valley High - Boys 800m
- **Hyland Wright**, **Carter Moser**, **Drew Howell**, **Brayden Troutman**, Blue Valley High - 4x800 Relay
- **Maria Portela**, Blue Valley High - 100m, 200m and 400m (100m and 200m state record and 200m national record in Spain for under 20 years old

# ALUMNI

The University of Kansas selected three Blue Valley Schools graduates as 2026 University Award recipients:

- **Katherine Goodwin**, Blue Valley North
- **Emmanuel Saama**, Blue Valley West
- **Nathan Binshtok**, Blue Valley West

# ALUMNI

Blue Valley High alumna **Mo Abualnadi** has been named to the Jordan National Soccer team for the 2026 FIFA World Cup.



# Building Needs Assessment
2026-2027

**School:** Aspen Grove Elementary
**Principal:** Gretchen Anderson
**State School Code:** 1370

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- It is essential to ensure special education is fully funded by the state.
- A barrier we face is addressing ongoing staffing challenges in high-needs areas such as special education.
- It is necessary to provide staffing to best support students with behavioral and emotional needs.
- It is essential to maintain the full time social worker and the building substitute teacher to support student well-being and ensure consistent instructional coverage.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- In weekly PLCs, staff members focus upon standards alignment and identifying power standards in Math and ELA.
- In weekly PLCs. team members focus upon data cycles and . use this data to drive instruction, including targeted small group instruction and the effectiveness of MTSS. .
- Team members administer common assessments (95% End of Unit, 95% PSI, Heggerty, KITE mini-tests) and adjust instruction based on data.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

A focus on continuous improvement is woven into the Blue Valley Strategic Plan. Through this work, a variety of needs have been identified which are key variables for individual student growth and overall organizational growth. The Board of Education values the emphasis placed on student learning and student success as demonstrated by the actions of our staff, administration, parents, and the larger Blue Valley school district community.

The specific needs identified by Blue Valley schools inform the development of the district budget for the 2026 – 2027 school year. Likewise, the building needs assessments articulate the importance of various variables which impact student programs, district success, and quality staffing. Removing barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.

# Building Needs Assessment
2026-2027

**School:** Blue River Elementary
**Principal:** Melissa Blevins
**State School Code:** 7786

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Kansas should fully reimburse Blue Valley for Special Education expenses.
- Preserve adequate staffing to support our students with support and interventions
- Maintain quality resources to support classroom instruction and curriculum.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff analyzes student data frequently to address students' skill deficits through targeted interventions.
- Teams analyze resources and strategies for intervention to best target the skill deficits.
- Students not meeting the benchmark are progress monitored regularly to determine intervention effectiveness.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Cedar Hills Elementary
**Principal:** Cade Chace
**State School Code:** 0758

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- The main barrier to achievement relates to funding special education from the state and federal levels. The inadequate funding impacts all of our students and their abilities to reach grade level proficiencies.
- In the current budget climate, I believe that maintaining high quality instructional resources to support classroom instruction and curriculum is vital to providing the education our students need.
- With the state of the educator "pipeline" and lower numbers entering the field of education, continuing to focus on current retention of high quality educators and attracting new high quality teachers would help relieve a barrier to student success.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- All classroom teachers will participate in professional learning communities (PLC) where student data is analyzed and data informed decisions are made regarding instruction and the implementation of targeted intervention to fill instructional gaps.
    - PLC work will also work on new resource implementation, literacy standards, collaboration time, Amplify coaching visits, and vertical team opportunities will be provided during professional learning communities, professional learning, and collaboration tim e throughout the school year.
    - PLC teams will also review generic data from walk -throughs to reflect and make informed decisions guided by best practice.
- Cedar Hills administrative staff will complete walk -throughs focused on components of quality instruction in each classroom. This will provide an opportunity to also note strengths and growth areas in the classroom as well as conversation around action st eps moving forward.
- The leadership team will meet monthly to assess the effectiveness of the professional learning, professional learning communities, and collaboration to plan and make any necessary changes to respond to and meet fluid building needs through building level feedback loops.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Cottonwood Point Elementary
**Principal:** Kate Burrow
**State School Code:** 0783

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funded special education would enable the district to allocate resources effectively and meet the needs of all students more effectively.
- Mental health and behavior supports for students to ensure safe and respectful school environments for both students and staff.
- Continued competitive pay for both certified and classified staff to recruit and retain highly-qualified staff members.
- Continued support for elementary teacher collaboration days to ensure teachers have adequate time to plan, collaborate and design high quality learning experiences for students.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We meet weekly in PLCs, have consistent grade level pacing, and utilize power standards when available to ensure all students have access to rigorous Tier 1 instruction.
- We utilize district-adopted resources to anchor our instruction.
- We utilize student data to identify students in need of Tier 2 or Tier 3 interventions, monitor the effectiveness of the intervention via progress monitoring, and adjust interventions as needed.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Harmony Elementary
**Principal:** Nate Kremer
**State School Code:** 0785

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Having a fully funded special education from the state of KS would help us to best use our resources to increase student learning and growth.
- Class sizes at Harmony are routinely large in many grades (especially 5th grade) and live at the top of the ratio. Having smaller class sizes, especially in the intermediate grades would better help us to meet student needs.
- A final barrier would be to help us preserve adequate staffing to support our students during our current budgetary challenges.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We are working to align our instruction and assessments to standards, especially our BV identified power standards.
- HES is working hard to review student achievement data and respond with appropriate interventions and extensions so that learning is as personalized as can be.
- We are prioritizing relationships and connections with our students in a variety of ways with a goal of growing our students' overall sense of belonging at school to help educate the whole child.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Hilltop Learning Center
**Principal:** Kendall Burr
**State School Code:** 0939

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We have been lucky to find high quality teachers and therapists, however the number of quality candidates over the years to consider has decreased dramatically and we have to recruit heavily and consider/support candidates with alternative licensure.
- We struggle to fill classified positions, and struggle to stretch coverage when paraeducators are absent - which is more frequent than certified staff.
- We have found that parenting resources/supports/styles have changed over time, resulting in more students entering at 3, 4, or 5 with significant social-emotional needs.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Students with IEPs (majority of students) have individualized interventions within a developmentally appropriate curricular framework.
- Students who do not have IEPs benefit from the high quality curriculum and instruction, and have access to individualized problem solving.
- Curriculum and IEP goals are grounded in Kansas Early Learning Standards.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

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# Building Needs Assessment
2026-2027

**School:** Heartland Elementary
**Principal:** Annette Sauceda
**State School Code:** 7775

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Key barriers to ensuring all students achieve grade-level proficiency on state assessments include fully funding special education services to meet the needs of all learners. Maintaining adequate staffing during periods of declining enrollment and district budget shortfalls is also critical to sustain effective instruction and interventions. Additionally, continuing to recruit and retain high-quality educators is essential to provide consistent, high-level instruction that supports student success.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

To maintain student performance on state assessments, we focus on strong Tier 1 instruction, aligned assessments, and consistent progress monitoring.

PLCs begin each unit by identifying power standards and creating common assessments, while also conducting standards audits to ensure alignment with district curriculum and pacing. Our BLT has established clear expectations for high-quality core instruction, and PLCs calibrate performance levels (1–4) to ensure consistent scoring, especially in phonics.

Teachers provide a balance of whole-group instruction and targeted small-group support in reading and math. Ongoing progress monitoring through Acadience allows us to track student performance and adjust instruction as needed to maintain achievement.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Indian Valley Elementary
**Principal:** Kristin Venable
**State School Code:** 0780

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- **Sustained competitive compensation** for both certified and classified staff is essential to successfully recruit and retain high-quality personnel.
- **Full and adequate funding for special education** is critical to ensure that all students receive equitable access to a high-quality education.
- **A strong, competitive retirement system** is vital for retaining experienced and effective educators over the course of their careers.
- **Ongoing support for student-centered positions**—such as social workers, elementary building substitutes, and similar roles—is necessary to meet students' diverse needs and to maintain continuity of high-quality instruction when teachers are absent.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff analyzes benchmark and progress monitoring data frequently to address students' skill deficits.
- Targeted interventions are provided in reading and math based on skills needed determined by screeners and diagnostic assessments.
- Students not meeting the benchmark are progress monitored regularly to determine intervention effectiveness.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

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# Building Needs Assessment
2026-2027

**School:** Leawood Elementary
**Principal:** Shelley Blackwell
**State School Code:** 0773

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- The state's failure to fully fund special education creates an ongoing and significant challenge for maintaining required services and supports.
- Currently, the absence of a qualified math interventionist at the building level impacts our capacity to deliver tiered math instruction with the same level of quality, consistency, and responsiveness that we provide in literacy.
- Ensuring adequate staffing remains a challenge amid declining enrollment and district budget constraints.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff members set, maintain, and communicate high expectations for all learners.
- All students are provided equitable access to grade-level content to support their learning.
- We use PLCs to intentionally review data and problem-solve around the four PLC questions to support student learning and effective instruction.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

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# Building Needs Assessment
2026-2027

**School:** Lakewood Elementary
**Principal:** Kathleen Cigich
**State School Code:** 0756

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Special education must be fully funded to ensure that every student receives the services, support, and opportunities they need to succeed academically and thrive in their communities.
- Class sizes should be reduced because smaller classes allow for more individualized instruction, stronger student–teacher relationships, improved classroom management, higher academic achievement, and better support for diverse learning needs.
- Staffing levels must be preserved during periods of declining enrollment and maintained at adequate levels during district budget shortfalls to ensure student safety, instructional quality, and the continuation of essential educational services.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Professional Learning Teams are using progress monitoring data to effectively guide instruction and make instructional decisions based on student need.
- The leadership team developed a list of quantifiable measures that demonstrate quality instruction at both the whole group and small group instructional level with the use of power standards .

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

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barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

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# Building Needs Assessment
2026-2027

**School:** Liberty View Elementary
**Principal:** Suzie Martin
**State School Code:** 0765

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Ensure all SpEd staff is funded and hired to support students in need.
- Ensure our student/teacher ratio allows for the best personalized and consistent experience. This is reflected through establishing conservative class-size limits.
- Recruiting and maintaining the highest quality teaching staff. This includes a healthy and professional bank of substitutes to provide consistent coverage when there is a staff member absence.
- Fund and maintain research-based and highly engaging core curricular resources in literacy, phonics, math and social-emotional learning

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Utilize PLC structure to:
    - Focus on Power Standards and common assessments during PLCs. Utilize year-long pacing guides/scope & sequences to ensure annual standards are taught within the course of that grade level.
    - Review unit and lesson data and provide reteaching and interventions for content lessons (reading and math). This allows for gaps and lagging skills to be directly addressed within current units.
    - Identify and include opportunities for extension (what does a 4 look like?) and what activities will accelerate complex thinking.
- Frequent progress monitoring of students through standard district measures which act as predictors for state assessments.
- Utilize district benchmark assessments and the CARE team process to collaboratively identify students who qualify for Tier II interventions. Define interventions and implement them with a measure marker to establish growth toward grade-level standards.
- Use KITE resources such as mini-tests to expose students to grade-level rigor and presentation of state standards within an assessment vehicle.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Morse Elementary
**Principal:** Charity Selber
**State School Code:** 0771

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We need to ensure that our special education staffing remains adequate to both stay compliant with IEPs and to ensure that instructional time for all students is protected by having students with the highest needs sufficiently supported.
- Our newest teachers need more time devoted to their hands-on mentoring and professional development. This will ensure retention of high-quality educators as well as build distributed leadership across professionals as the years progress and a high percentage of our faculty will soon leave for retirement.
- The breadth of workload for our key building leaders - instructional design coach, counselor, and me as administrator - makes it difficult to be proactive in our systematic efforts, such as building-wide programming and data reviews. At times, our work is taken over by the "urgent" causing us to pause on other important work in prevention efforts.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Our grade-level PLC teams meet weekly and monthly during our professional collaboration days to review students' response to tier one instruction as evidenced by curricular assessments.
- We have worked strategically this school year to increase our collaboration between grade-level teachers and academic support staff - reading specialist and special education teachers - ensuring that our most at-risk students are getting adequate levels of intervention for them to progress.
- Implementing a new anchor resource in ELA has allowed us to better align our ELA instruction with standards in both the word reading and language comprehension components of literacy development.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

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# Building Needs Assessment
2026-2027

**School:** Mission Trail Elementary
**Principal:** Completed by Debbie Bond outgoing principal spring 2026
**State School Code:** 0777

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- It is important to recognize that next year MTE will be reduced to one sped position due to budget shortages. Fully funding special education would be very impactful.
- Retention and recruitment of quality staff in all areas, but particularly in the area of special education.
- The class size maximums are large, especially given the room sizes across the district. Smaller class sizes do allow for more personalization of learning.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Our staff is intentional with teaching the grade level standards and using real time data to direct instruction. We continue to use the state standards as the foundation for math/reading/science/social studies instruction. This was a challenge with a new ELA resource and we have discovered some standard gaps.
- MTE PLC teams intentionally previewed the standards taught using the ELA resource prior to each quarter.
- We have already met this current school year to determine the tweaks needed for the first quarter standards focus and assessments for next year.
- MTE teams meet vertically to transition students within the building.
- We provide high quality math and reading intervention for students needing support.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Oak Hill Elementary
**Principal:** Keith Wohlgemuth
**State School Code:** 0782

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Ensure full and sustainable funding for special education services to meet all student needs.
- Prioritize the preservation of staffing levels during periods of declining enrollment and ensure adequate staffing amid district budget constraints.
- Sustain access to high-quality instructional resources that effectively support classroom instruction and curriculum implementation.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Multiple modes of instruction are used and anchored in district approved resources and materials
- Intervention resources are used to provide skill based instruction to every student
- Utilizing Common Formative Assessments to drive instruction and gauge mastery of power standards

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.

# Building Needs Assessment
2026-2027

**School:** Overland Trail Elementary
**Principal:** Erica McDonald
**State School Code:** 0779

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Key barriers to overcome include strengthening behavioral support systems to maximize student access to instruction, ensuring adequate staffing in critical service areas such as psychology, occupational therapy, and speech-language services, and prioritizing the recruitment and retention of high-quality educators.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- In reviewing our state assessment data, we have committed to a consistent weekly PLC structure that allows grade level teams, interventionists (Reading Specialist, Counselor, Social Worker), and English Speakers of Other Languages teachers to routinely analyze student performance, identify trends, and plan targeted instructional supports for the classroom and within differentiated settings.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Prairie Star Elementary
**Principal:** Stacey Sperry
**State School Code:** 7773

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- I would love to retain all staff. We should continue to offer competitive pay.
- We must ensure that the state fully reimburse the district for our special education costs for our students.
- We need to maintain high-quality instructional resources to support classroom instruction and curriculum.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We use data- and evidence-based instructional strategies to meet the needs of all students.
- Our professional learning communities will utilize common assessment data to inform and refine instructional plans.
- During our professional learning, we will calibrate power standards, instructional approaches, and assessment criteria, including grading criteria.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Sunrise Point Elementary
**Principal:** Jamie Peemoeller
**State School Code:** 7790

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be addressed at SPE include ensuring that special education is fully funded and managing class sizes to keep them conducive to quality instruction. It is also critical to preserve staffing levels during periods of declining enrollment and to ensure adequate staffing during district budget shortfalls in order to maintain a positive work environment for both staff and students. Additionally, the school must continue to maintain high-quality instructional resources that are aligned to curriculum expectations and aligned standards. Finally, ongoing efforts to recruit and retain high-quality educators are essential to sustaining both strong instruction and a supportive school culture.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

In reviewing state assessment data, we are intentionally focusing on quality instruction, a positive work environment, and aligned standards to ensure all students maintain or improve their performance. This is done weekly in our PLC conversations. We prioritize quality instruction by using data to inform small group instruction, reteaching strategies, and targeted interventions that meet individual student needs. At the same time, we foster a positive work environment where teachers collaborate regularly, share effective practices, and feel supported in adjusting instruction based on student data. Additionally, we ensure aligned standards by tightly connecting our curriculum, pacing guides, and assessments to state expectations so that instruction remains focused and consistent across grade levels. Through this comprehensive approach, we are able to monitor progress and respond proactively to support all learners.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

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# Building Needs Assessment
2026-2027

**School:** Sunset Ridge Elementary
**Principal:** Mary Riley
**State School Code:** 7788

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We have had an increase in the number of students with IEPs who are moving into Blue Valley. We need for the state to fully fund special education so we can adequately provide those students with the services they need.
- Continue to prioritize keeping and recruiting high-quality staff.
- More students are entering school with significant behaviors. These behaviors affect all of the students in those classrooms and make it hard for students to learn.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- All teachers use **district curriculum** documents to plan instruction and use formative assessment that is focused on **grade level standards** and **district-provided instructional resources**.
- Grade level teams review **priority standards** and determine unit **pacing** at the beginning of each quarter in PLC. Grade level teams, SPED, and other education staff engage in ***vertical discussions*** focused on standards, pacing, and instruction during Collaboration and PL days.
- Teachers in grades 3-5 implement **KITE ELA Interim assessments** (fall & winter) and **KITE Math mini-tests** (1/unit), review the data in PLC, and work as a team to address student gaps/needs through whole group and/or small-group instruction for **targeted standards**.
- Teachers consistently implement **small skill-based groups** based on screening and diagnostic data and formative assessment (Tier 1 and Tier 2/3); progress monitor and review data on a regular cycle via PLC.
- Principal provides time for **communication and collaboration** between classroom teachers, SPED, and other education staff via Collaboration days, PLC cycles, PL days, etc.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

A focus on continuous improvement is woven into the Blue Valley Strategic Plan. Through this work, a variety of needs have been identified which are key variables for individual student growth and overall organizational growth. The Board of Education values the emphasis placed on student learning and

student success as demonstrated by the actions of our staff, administration, parents, and the larger Blue Valley school district community.

The specific needs identified by Blue Valley schools inform the development of the district budget for the 2026 – 2027 school year. Likewise, the building needs assessments articulate the importance of various variables which impact student programs, district success, and quality staffing. Removing barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.

# Building Needs Assessment
2026-2027

**School:** Stilwell Elementary
**Principal:** Lisa Thompson
**State School Code:** 0774

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Large class sizes present a significant barrier to students achieving at grade level. When class sizes exceed recommended levels, teachers have less capacity to provide individualized instruction, timely feedback, and targeted interventions that many students—particularly those who are struggling academically, receiving special education services, require to succeed.
- Critical barriers to overcome at this school include fully funding special education services, maintaining competitive pay to support and retain staff.
- Difficulty recruiting and retaining high-quality educators presents a barrier to student success, as staff turnover and vacancies reduce instructional stability.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Teachers regularly analyze common and formative assessment results to identify strengths, monitor trends, and pinpoint areas where students may need continued reinforcement. This data is used to guide instructional planning, ensuring alignment with state standards and consistency across grade levels.
- Collaboration is also central to our approach. Teachers engage in regular data discussions and professional learning communities to share effective practices and align expectations. We continue to support students through differentiated instruction, small-group support, and strategic use of staff resources to ensure equitable access to learning.
- To support all learners, we prioritize strong Tier 1 instruction by implementing high-quality, research-based teaching strategies and maintaining a guaranteed and viable curriculum. Ongoing formative assessments are used throughout the year to monitor student understanding and make timely instructional adjustments.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Stanley Elementary
**Principal:** Holly Mosimann
**State School Code:** 0768

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We need improvements to KPERS 3 to retain high quality staff.
- We need to continue to focus on competitive pay to encourage educators to choose Blue Valley.
- We need full funding for special education to meet the needs of all students.
- It is essential that we continue to provide full time social workers for elementary buildings.
- It is essential to continue to have full time building subs for each elementary building so that quality instruction can continue when teachers are out of the building.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- To maintain scores, students are receiving quality instruction within both large groups and more data driven small groups.
- Students are receiving intentional support and interventions based on frequent and systematic progress monitoring.
- Students are engaging in rigorous activities rooted in quality district resources.
- We are continuing to review and utilize KITE resources to make sure our students are prepared for the rigor of the state assessment.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

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Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current

population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.

# Building Needs Assessment
2026-2027

**School:** Timber Creek Elementary
**Principal:** Tara Walrod
**State School Code:** 0759

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

A major challenge is fully funding special education. Serving students with disabilities requires significant funds, specialized staff, and targeted support especially for those with challenging behaviors who need individualized plans, counseling, and trained personnel.

We must also invest in high-quality instructional materials that align with our curriculum and rigorous standards. Well-designed curricula, current textbooks, standards-aligned digital resources, and formative assessments enable coherent, challenging instruction, support differentiation, and allow consistent pacing.

Finally, smaller class sizes improve outcomes. They let teachers give individualized feedback, monitor progress, and apply interventions sooner.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

PLC/Collab time to ensure that instruction, materials, and activities are aligned with the standards, carefully selecting activities that directly support the standards being taught.

Research shows student engagement increases retention by up to 80%. All staff collaboration days include time for teachers to “make it and take it”. Activities focus on quick, low preparation activities and engagement strategies that maximize learning time.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

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# Building Needs Assessment
2026-2027

**School:** Valley Park Elementary
**Principal:** Emily Gill
**State School Code:** 0772

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:
Please fully fund special education so more money can be spent supporting core instruction. It is critical to have support in our building that can help support academics and behavior. By fully funding special education it would allow for funds to be spent to lower class sizes and support small group instruction.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Vertical alignment of instruction and priority standard
- Frequent progress monitoring
- PLC teams that are flexible to respond to data
- Common assessments
- Engagement strategies
- Tiered support for math, reading, and behavior; Responsive interventions based on data
- Walk-throughs to assess implementation of initiatives

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)
Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)
Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)
Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.

# Building Needs Assessment
2026-2027

**School:** Wolf Springs Elementary
**Principal:** April Rottinghaus
**State School Code:** 0937

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding special education is a priority to meet students' needs.
- Continuing to support competitive salaries for staff to maintain and recruit high-quality teachers.
- We need to maintain high-quality instructional resources that will support and align with our curriculum.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We will continue weekly PLCs focused on standards alignment and pacing.
- Grade levels will create common lesson plans with clearly stated objectives and standards.
- Teachers will utilize the instructional materials approved by the district.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Aubry Bend Middle
**Principal:** Chris Legleiter
**State School Code:** 0823

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

**Some of the key barriers that must be overcome at this school include:**

- Keeping class size at a reasonable level to maximize teacher to student learning.
- Maintain quality resources to support classroom instruction and curriculum.
- Retain our exemplary staff and attract quality educators when there is an opening in our building.
- The state should fully reimburse Blue Valley for Special Education expenses

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

**Reviewing state assessment data, what steps are you taking for all students to maintain their scores?**

- Each student completes goal setting throughout the year as a result of diagnostic testing to focus on their individual growth.
- Students continuously reflect on their individual goals and progress on learning.
- Teachers are teaching the Kansas standards and use formative assessments to respond to academic needs.
- School framework expectations are consistently reviewed with students quarterly to ensure student learning is a top priority.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley Middle
**Principal:** Bryan Salsgiver
**State School Code:** 0776

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- **Full Funding for General and Special Education**
  Ensuring full and consistent funding for public education is critical to maintaining high-quality instruction, competitive staff compensation, and adequate resources for all students. Predictable funding enables districts to engage in strategic long-term planning and sustain impactful programs that support student success.
- **Class Size and Student-Teacher Ratios**
  Maintaining low student-teacher ratios in core academic areas is essential for providing individualized instruction and meeting the diverse needs of students. While current class sizes align with Board of Education guidelines, preserving these ratios is increasingly important as student needs grow in complexity.
- **KSDE Licensure**
  Addressing challenges related to Kansas State Department of Education (KSDE) licensure requirements is essential to maintaining a strong pipeline of qualified educators. Streamlining certification processes and reducing barriers to licensure will help attract, support, and retain high-quality professionals in the field of education.
- **Teacher Recruitment and Retention**
  Recruiting and retaining highly qualified educators across all content areas remains a top priority. To stay competitive, districts must continue to offer attractive salaries, comprehensive benefits, and supportive working conditions that value and sustain educators.
- **Specialized Academic Support**
  Improving student outcomes in reading and math requires targeted, specialized support. Expanding access to reading and math intervention specialists at the building level will provide students with the focused instruction needed to close gaps and accelerate learning.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Through our weekly Admin PLC groups we often review student data and have created a building-wide consistent goal setting sheet for students that help students and staff see fall, winter and spring data. Teachers work with students during class and flex to set some goals

and stretch goals as we move through the assessment windows. Students take time to reflect on their own growth or lack thereof and set new goals.
- Teachers use their PLC Team time to review formative and summative data, then develop lessons that include Tier 1 and Tier 2 interventions.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?
- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)
- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)
- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)
- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)
- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)
- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)
- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)
- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal

growth and success while achieving or seeking to achieve competencies defined by state assessments.

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# Building Needs Assessment
2026-2027

**School:** Harmony Middle
**Principal:** Nate Winslow
**State School Code:** 0784

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding SPED is an important barrier that we have to overcome every year.
- Continuing to recruit and retain high quality educators is a barrier we have to overcome.
- Maintaining high quality instructional resources to support classroom instruction and resources.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We use the KAP interim assessments and mini tests to prep students for the state assessments.
- We use flex to differentiate learning in math and literacy for all students.
- Our staff has prioritized aligning classroom instruction to state standards and using data to inform future instruction.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Lakewood Middle
**Principal:** Lisa Stolper
**State School Code:** 0757

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- The state must fully fund special education so that our district funds can be maximized in all areas to support learning for all students we serve
- In an attempt to personalize instruction that meets the needs of students with varying skills, we need to maintain reasonable class sizes in both core and elective classes
- During this time of declining enrollment, we must maintain adequate staffing in our building to meet the needs of all students and maintain current levels of support

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Utilize professional learning time to focus on aligned standards and formative assessment
- Create opportunities for vertical alignment within content teams to ensure that the state standards are being instructed adequately across grade levels
- Ensure all teachers get uninterrupted PLC time weekly to review student data and progress

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Leawood Middle
**Principal:** Ryan Colburn
**State School Code:** 0778

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Special Education needs to be fully funded to support students.
- Continue staffing during declining enrollment to keep providing opportunities for students.
- Continue investigating competitive pay to retain quality educators.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We continue to look at diagnostic data from assessments to ensure progress is happening throughout the year.
- Use of KITE mini assessments to ensure proper test taking skills and exposure to state assessment formats.
- Daily quality classroom instruction and support through professional learning to ensure continued progress.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Oxford Middle
**Principal:** Jon Holsapple
**State School Code:** 0767

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding Special Education is critical for the continued success and growth of our students.
- Recruiting and retaining high quality educators while providing high quality professional learning opportunities
- Class size considerations are critical to ensure the continued success for all students

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Use Backward Design to Plan Standards-Based Instruction tailored to Summative Assessment
- Teachers will intentionally integrate district-approved resources to ensure student access to grade-level standards and content
- Utilization of the the Kansas State Assessment practice assessments to analyze the needs of our students through formative assessment data protocols
- Teams will create and use common formative assessments throughout the unit to measure mastery of learning objectives

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Overland Trail Middle
**Principal:** Trent Stern
**State School Code:** 0781

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Maintaining and recruiting high-quality staff to ensure the diverse needs of students are being met despite declining enrollment.
- Fully funding special education to meet the unique programming needs of students including interrelated resource, intensive resource, and Navigator (center-based) programs.
- Ensuring that class size remains appropriate to adequately address the needs of students including general education, special education, and English language learners.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff will utilize a backwards design approach to lesson/unit design, aligning standards with instructional pedagogical practices to support data review cycles.
- Provide staff with professional learning opportunities to identify and develop differentiation plans to meet the needs of diverse learners.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Pleasant Ridge Middle
**Principal:** Phoebe Lewis
**State School Code:** 7787

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Provide high quality education for students with increased class sizes due to budgetary shortfalls
- Hire and keep staff who meet our building vision and mission to reach all students
- Meet the needs of our students with IEPs given the special education funding shortfall

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Data-Driven Instruction: Teachers regularly analyze assessment and classroom data from their formative assessments and summative assessments. We meet on this regularly through our administration PLC.
- Targeted Interventions: Students receive additional support through small-group instruction, intervention blocks, and individualized learning plans based on their specific needs. We have put in place a tier 2, and a tier 3 through our 45 minute flex time.
- Curriculum Alignment: Instruction is closely aligned with state standards to ensure students are consistently exposed to tested content and skills. This year we have really focused on, unpacking the standards and making sure they are using backward design when planning lessons.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

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# Building Needs Assessment
2026-2027

**School:** Prairie Star Middle
**Principal:** Eric Rembold
**State School Code:** 7776

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Recruit and retain high-quality staff with quality staff development and competitive compensation
- Special Education funding shortfall
- Continue to provide staffing allocations to keep class sizes manageable

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Building-based PD and school wide expectations related to differentiation in the GenEd setting
- Consistent review of MyPath and Amplify data to target specific skill deficiencies
- Weekly Skill Reviews at all grade levels (math) to ensure spiraling of concepts

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Wolf Springs Middle
**Principal:** Courtney Domoney
**State School Code:** 1527

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Special Education must be fully funded in order for our school to provide the necessary interventions and have adequate staffing for all student learning and behavioral needs.
- WSM needs to preserve adequate staffing to offer all courses offered in the district.
- Class sizes are a barrier we must overcome due to the new schedule and staffing model in middle school.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We will look at our incoming assessment data for all students as a new school to determine baseline ability and need. This data will be reviewed by teams and monitored in SST meetings to determine placement in MTSS tiers.
- WSM will provide math and reading strategies courses for students who need Tier III instruction.
- WSM will monitor student screener scores for BSEL and provide interventions to support behavioral and social emotional needs.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** 18-21 Program/GEAR
**Principal:** Erica Warren
**State School Code:** N/A

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully fund Special Education Resources and Supports
- Continue to recruit and retain high quality educators
- Research and staff development on new approaches at behavior management

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Full team review of student and district data for alignment with district strategic plan
- Exploration on wide variety of ways to help address learning gaps and differentiate instruction
- Collaboration with home schools for identifying and addressing academic gaps

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley Academy
**Principal:** Scott Kreshel
**State School Code:** 7789

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully fund Special Education Resources and Supports
- Funding for At-Risk programming
- Retention strategies of qualified educators
- Growing class sizes
- Preserving staffing during declining enrollment

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Team review of district data and alignment with strategic plans
- Staff development to review scores and problem solve learning gaps
- Review of strategies to increase interest and motivation of student testers

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley High School
**Principal:** Charles Golden
**State School Code:** 0770

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- KS must fully reimburse the school district for the costs associated to special education services.
- Ensure adequate staffing during budgetary shortfalls.
- Continue to recruit, retain, and develop high-quality teachers.
- Maintaining class sizes that allow for appropriate instructional differentiation and accommodations, especially for students receiving special education services.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Understanding students' current- and previous-semester achievement levels.
- Focusing ELA, Math, Science and Social Studies teams on the power standards tied to key Kansas assessment areas
- Leveraging practice opportunities and interim assessment data to guide instructional decisions and support continuous progress toward KAP proficiency benchmarks.
- Increasing instructional impact through the incorporation of research-supported teaching and learning strategies (e.g., Hattie, AVID's WICOR), with support from an instructional coach, department chairs, and administrators, as needed.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley North High School
**Principal:** Tyson Ostroski
**State School Code:** 0769

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funded SPED services from the state are extremely necessary to meet our students' needs who have Individual Education Plans.
- Ensuring adequate staffing during our district's budget shortfall
- Maintain high quality instructional resources during our district's budget shortfall

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Weekly PLC meetings
  - Content and grade-level teachers will meet weekly to discuss curriculum alignment.
  - Departments will meet weekly to develop interventions to support students who are below district benchmark standards.
  - Collaboration with Instructional Design Coach
- Close Reading Strategies
  - Departments will collaborate with the library staff to implement close reading strategies throughout their class.
  - Building PL will focus on strategies that teachers can implement in their classes to foster literacy skills.
- Common formative assessments
  - By utilizing and developing common formative assessments, PLCs are able to monitor student progress through a collaborative process. This process will allow teachers to make informed decisions based on data.
- Collaborative Learning Environment
  - By creating a highly collaborative learning environment, teachers can support the diverse needs of all students, both academically and emotionally.
  - Utilize and implement close reading strategies across all content areas.
- All 9th and 10th-grade students will complete an IPS (Individual Plan of Study).
- School counselors will meet with all students during enrollment to ensure that they are

making progress on their individual plan of study.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley Northwest High School
**Principal:** Leah Vomhof
**State School Code:** 7774

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- State legislature prioritizes full funding for special education
- Protect staffing levels even as enrollment declines and budgets tighten
- Provide teachers and students with high-quality, impactful instructional resources

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Deep Commitment to High Quality PLCs (based on DuFour's work)/BVNW Learning Cycle
    a. Diagnosis - FastBridge Data (aReading/AutoReading)
    b. Standards Alignment
    c. Common Formative Assessments - KAP Interims
    d. Common Summative Assessment - KAP Summative

B. All staff trained in Structured Literacy (Explicit Vocab Instruction & Text Structure)
C. All staff trained in AVID WICOR Strategies

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley Southwest High School
**Principal:** Tyler Alexander
**State School Code:** 0820

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully fund special education
- Maintaining appropriate staffing levels amid declining enrollment and district budget constraints
- Continue to recruit and retain high quality educators

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Use assessment analysis by standard, PLC documentation, and walkthrough evidence to confirm standards-based instruction.
- Departments will know standards alignment is effective when assessment results, student outcomes, PLC documentation, and observation data all consistently reflect grade-level standards and rigor. Core content areas emphasize structured assessment and PLC processes, while electives and support services focus more on student feedback, program goals, and individualized progress measures.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Blue Valley West High School
**Principal:** Katie Bonnema
**State School Code:** 7777

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding special education services is essential to ensure all students receive the support they need to achieve grade-level proficiency.
- Maintaining manageable class sizes is critical to allow for effective instruction and individualized support for students.
- Preserving adequate staffing levels despite declining enrollment and budget constraints is necessary to sustain quality instruction and student outcomes.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We utilize weekly PLC meetings focused on standards alignment and vertical teaming to ensure consistent instruction and targeted support for all students.
- We regularly administer and analyze KAP mini and interim assessments to monitor progress and adjust instruction based on student data.
- We are providing structured literacy professional learning for all staff, with an emphasis on increasing student engagement and ensuring access to on-level learning experiences.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- Yes

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment
2026-2027

**School:** Center for Advanced Professional Studies (CAPS)
**Principal:** Chad Ralston
**State School Code:** 0821

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

**Adequate and sustained funding for specialized services (SPED and intervention supports):** Ensuring all learners, including those with diverse learning needs, receive the targeted support necessary to demonstrate proficiency.
**Class size and staffing structures:** Maintaining appropriate student-to-teacher ratios to allow for individualized instruction, feedback, and relationship-building.
**Recruitment and retention of high-quality educators:** Attracting and retaining educators with both strong pedagogical skills and relevant industry experience, which is essential to the CAPS model.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

**While CAPS does not directly administer all state assessments, staff collaborate with home high schools to review available data and ensure students continue to develop critical literacy, problem-solving, and analytical skills. Instructional practices emphasize real-world application, communication, and critical thinking, all of which support sustained academic performance. Additionally, CAPS instructors embed feedback cycles, reflection, and revision processes that reinforce the transferable skills necessary for success on state assessments.**

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- **Yes.**

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed*.)

- **Yes.**

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed*.)

- **Yes.**

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed*.)

- **Yes.**

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (*Yes or No. Explain if needed*.)

- **Yes.**

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (*Yes or No. Explain if needed*.)

- **Yes.**

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (*Yes or No. Explain if needed*.)

- **Yes.**

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. (*Yes or No. Explain if needed*.)

- **Yes.**

## 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

A focus on continuous improvement is woven into the Blue Valley Strategic Plan. Through this work, a variety of needs have been identified which are key variables for individual student growth and overall organizational growth. The Board of Education values the emphasis placed on student learning and student success as demonstrated by the actions of our staff, administration, parents, and the larger Blue Valley school district community.

The specific needs identified by Blue Valley schools inform the development of the district budget for the 2026 – 2027 school year. Likewise, the building needs assessments articulate the importance of various variables which impact student programs, district success, and quality staffing. Removing barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.

# AGENDA ITEM SUMMARY

**Agenda Item:**

Bid # 23034 Annual Fuel Delivery

**Person Submitting Item:**

Jake Slobodnik / Jason Gillam

**Background and Summary:**

Year 4 of a 5-year bid for gasoline and diesel deliveries for use in buses and district-owned vehicles from Wold Fuel Services dba Carter Energy.

**Budget Source:**

General Fund

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | Business Office | Requested By: | Jake Slobodnik/Jason Gillam |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**Bid #23034 - Annual Fuel Delivery**
**Year 4 of 5 (26-27)**
**Tank Fueling Twice Weekly (Gas & Diesel) $OPIS +.33/Gallon**
**Tank Twice Monthly (Gas) $OPIS +.0602/Gallon**
**Tank Twice Monthly (Diesel) $OPIS +.0650/Gallon**

| Fund: | General Fund | Account Number: | Various |
|---|---|---|---|
| Funding Year: | 2026/2027 | Location(s) items or services are for: | District wide |
| Does this use Bond Funds? (if yes, see below) | No | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract
☐ This is a Renewal Contract
☐ This is a Curriculum purchase
☐ This can be purchased off of _____ Contract # _____

☐ This is a New Bid/RFP
☑ This is a Purchase from Bid/RFP # **23034**
☐ This Purchase requires BOE Signatures

| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
|---|---|
| Company: **World Fuel Services dba Carter Energ** | Street Address: **9800 NW 41st Street** |
| Contact Name: **Rob Baldwin** | City: **Doral** |
| Telephone: **(913) 710-5921** | State: **FL** |
| Email: **RBaldwin@wfscorp.com** | Zip Code: **33178** |
| Cost: **$ 800,000.00 Estimated** | |
| Prior Year Cost: **$650,000.00 Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Multi-Year** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Jake Slobodnik* **Date** **5/29/2026**

## 23034 Fuel Bid

| Item | Description | World Fuel Services dba Carter Energy |
|---|---|---|
| **Option 1** | **Tank Fueling - Twice Weekly** | UNIT PRICE |
| | Gasoline, Unleaded, Regular, 87+ Octane | |
| 1 | 12 Month Differential | +.33 |
| | Fuel Diesel #1, 42+ Cetane | |
| 2 | 12 Month Differential | +.33 |
| | Fuel Diesel #2, 40+ Cetane | |
| 3 | 12-Month Differential | +.33 |
| **Option 2** | **Tank Fueling - Twice Monthly** | |
| | Gasoline, Unleaded, Regular, 87+ Octane | |
| 1 | 12 Month Differential | +.0602 |
| | Fuel Diesel #1, 42+ Cetane | |
| 2 | 12 Month Differential | +.0650 |
| | Fuel Diesel #2, 40+ Cetane | |
| 3 | 12-Month Differential | +.0650 |
| **Option 3** | **Tank Fueling - Twice Weekly & Twice Monthly** | |
| | Gasoline, Unleaded, Regular, 87+ Octane | |
| 1 | 12 Month Differential (Twice Weekly) | +.33 |
| | Fuel Diesel #1, 42+ Cetane | |
| 2 | 12 Month Differential (Twice Weekly) | +.33 |
| | Fuel Diesel #2, 40+ Cetane | |
| 3 | 12-Month Differential (Twice Weekly) | +.33 |
| | Gasoline, Unleaded, Regular, 87+ Octane | |
| 4 | 12 Month Differential (Twice Monthly) | +.0602 |
| | Fuel Diesel #1, 42+ Cetane | |
| 5 | 12 Month Differential (Twice Monthly) | +.0650 |
| | Fuel Diesel #2, 40+ Cetane | |
| 6 | 12-Month Differential (Twice Monthly) | +.0650 |
| **Option 4** | **Fuel Additives** | |
| 1 | Fuel Additive - Valvtect | .02 per Gallon |

**No Bids:**

Petroleum Traders

MSC Industrial Supply

Momar

Haag Oil Company

# AGENDA ITEM SUMMARY

**Agenda Item:**

RFP# 25028 Electrical Services

**Person Submitting Item:**

Jake Slobodnik / Andy Spruill

**Background and Summary:**

Year 2 of a 5 year RFP
MC Electric - $1,100,000 Est.
SRS Enterprises dba Core Electric - $100,000 Est.

**Budget Source:**

Capital Outlay / Bond

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | Facilities & Operations | Requested By: | Jake Slobodnik/Andy Spruill |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**RFP #25028 - Electrical Services RFP - Spreadsheet attached**
**Year 2 of 5**
**MC Electric - Estimated $1,100,000.00**
**SRS Enterprises dba Core Electric - Estimated $100,000.00**

| Fund: | Capital Outlay/Bond | Account Number: | Various |
|---|---|---|---|
| Funding Year: | 2026/2027 | Location(s) items or services are for: | District wide |
| Does this use Bond Funds? (if yes, see below) | Yes | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract
☐ This is a Renewal Contract
☐ This is a Curriculum purchase
☐ This can be purchased off of _____ Contract # _____

☐ This is a New Bid/RFP
☑ This is a Purchase from Bid/RFP # **25028**
☐ This Purchase requires BOE Signatures

| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
|---|---|
| Company: **Various above** | Street Address: |
| Contact Name: | City: |
| Telephone: | State: |
| Email: | Zip Code: |
| Cost: **$ 1,200,000.00 Estimated** | |
| Prior Year Cost: **$900,000.00 Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Multi-Year** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Jake Slobodnik* **Date** **5/29/2026**

**25028 -Electrical Services RFP**

| RFP 20022 SCORING<br>PHASE I SCORING | POINTS POSSIBLE | | | | SRS Enterprises dba Core Electric | | | | Empowered Electric | | | | MC Electric | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Section XI.1, Pricing Response-Labor Rates:** | **Regular Time** | **Overtime** | **Weekend** | **Holiday** | **Regular Time** | **Overtime** | **Weekend** | **Holiday** | **Regular Time** | **Overtime** | **Weekend** | **Holiday** | **Regular Time** | **Overtime** | **Weekend** | **Holiday** |
| Tier 1-Apprentice Electrician (1-40 Hours) | | | | | $100.00 | $150.00 | $200.00 | $200.00 | $75.00 | $112.50 | $150.00 | $225.00 | $58.00 | $87.50 | $87.50 | $87.50 |
| Tier 1-Apprentice Electrician (41-100 Hours) | | | | | $100.00 | $150.00 | $200.00 | $200.00 | $70.00 | $105.00 | $140.00 | $210.00 | $58.00 | $87.50 | $87.50 | $87.50 |
| Tier 1-Apprentice Electrician (Over 100 Hours) | | | | | $100.00 | $150.00 | $200.00 | $200.00 | $67.00 | $100.50 | $134.00 | $201.00 | $58.00 | $87.50 | $87.50 | $87.50 |
| Tier 2-Journeyman Electrician (1-40 Hours) | | | | | $100.00 | $150.00 | $200.00 | $200.00 | $110.00 | $165.00 | $220.00 | $330.00 | $74.00 | $111.00 | $111.00 | $111.00 |
| Tier 2-Journeyman Electrician (41-100 Hours) | | | | | $100.00 | $150.00 | $200.00 | $200.00 | $105.00 | $157.50 | $210.00 | $315.00 | $74.00 | $111.00 | $111.00 | $111.00 |
| Tier 2-Journeyman Electrician (Over 100 Hours) | | | | | $100.00 | $150.00 | $200.00 | $200.00 | $100.00 | $150.00 | $200.00 | $300.00 | $74.00 | $111.00 | $111.00 | $111.00 |
| Tier 3-Journeyman Electrician with service van (1-40 Hours) | | | | | $110.00 | $165.00 | $220.00 | $220.00 | $120.00 | $180.00 | $240.00 | $360.00 | $82.00 | $124.00 | $124.00 | $124.00 |
| Tier 3-Journeyman Electrician with service van (41-100 Hours) | | | | | $110.00 | $165.00 | $220.00 | $220.00 | $115.00 | $172.50 | $230.00 | $345.00 | $82.00 | $124.00 | $124.00 | $124.00 |
| Tier 3-Journeyman Electrician with service van (Over 100 Hours) | | | | | $110.00 | $165.00 | $220.00 | $220.00 | $110.00 | $165.00 | $220.00 | $330.00 | $82.00 | $124.00 | $124.00 | $124.00 |
| Tier 4-Master Electrician with service van (1-40 Hours) | | | | | $110.00 | $165.00 | $220.00 | $220.00 | $140.00 | $210.00 | $280.00 | $420.00 | $89.00 | $133.00 | $133.00 | $133.00 |
| Tier 4-Master Electrician with service van (41-100 Hours) | | | | | $110.00 | $165.00 | $220.00 | $220.00 | $135.00 | $202.50 | $270.00 | $405.00 | $89.00 | $133.00 | $133.00 | $133.00 |
| Tier 4-Master Electrician with service van (Over 100 Hours) | | | | | $110.00 | $165.00 | $220.00 | $220.00 | $130.00 | $195.00 | $260.00 | $390.00 | $89.00 | $133.00 | $133.00 | $133.00 |
| Bucket Truck - Daily Rate | | | | | $1,963.00 | | | | $640.00 | | | | $1,200.00 | | | |
| Bucket Truck - Weekly Rate | | | | | $9,815.00 | | | | $3,200.00 | | | | $6,000.00 | | | |
| Maximum Annual Rate Increase (Pecentage %) | | | | | 4.50% | | | | 5.00% | | | | 2.00% | | | |
| Materials Markup (Percentage %) | | | | | 15.00% | | | | 30.00% | | | | 15.00% | | | |
| Tier 1-Apprentice Electrician (1-40 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.36 | 0.36 | 0.27 | 0.27 | 0.48 | 0.49 | 0.36 | 0.24 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 1-Apprentice Electrician (41-100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.36 | 0.36 | 0.27 | 0.27 | 0.52 | 0.52 | 0.39 | 0.26 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 1-Apprentice Electrician (Over 100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.36 | 0.36 | 0.27 | 0.27 | 0.54 | 0.54 | 0.41 | 0.27 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 2-Journeyman Electrician (1-40 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.46 | 0.46 | 0.35 | 0.35 | 0.42 | 0.42 | 0.32 | 0.21 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 2-Journeyman Electrician (41-100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.46 | 0.46 | 0.35 | 0.35 | 0.44 | 0.44 | 0.33 | 0.22 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 2-Journeyman Electrician (Over 100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.46 | 0.46 | 0.35 | 0.35 | 0.46 | 0.46 | 0.35 | 0.23 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 3-Journeyman Electrician with service van (1-40 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.47 | 0.47 | 0.35 | 0.35 | 0.43 | 0.43 | 0.32 | 0.22 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 3-Journeyman Electrician with service van (41-100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.47 | 0.47 | 0.35 | 0.35 | 0.45 | 0.45 | 0.34 | 0.22 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 3-Journeyman Electrician with service van (Over 100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.47 | 0.47 | 0.35 | 0.35 | 0.47 | 0.47 | 0.35 | 0.23 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 4-Master Electrician with service van (1-40 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.51 | 0.50 | 0.38 | 0.38 | 0.40 | 0.40 | 0.30 | 0.20 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 4-Master Electrician with service van (41-100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.51 | 0.50 | 0.38 | 0.38 | 0.41 | 0.41 | 0.31 | 0.21 | 0.63 | 0.63 | 0.63 | 0.63 |
| Tier 4-Master Electrician with service van (Over 100 Hours) | **0.63** | **0.63** | **0.63** | **0.63** | 0.51 | 0.50 | 0.38 | 0.38 | 0.43 | 0.43 | 0.32 | 0.21 | 0.63 | 0.63 | 0.63 | 0.63 |
| Total Pricing Response-Labor Rates | **30.00** | | | **Points** | **18.89** | | | **Points** | **17.72** | | | **Points** | **30.00** | | | **Points** |

| | POINTS POSSIBLE | | SRS Enterprises dba Core Electric | | Empowered Electric | | MC Electric | |
|---|---|---|---|---|---|---|---|---|
| **Insurance Requirements:** | 5 | | 5 | | 5 | | 5 | |
| **Q&A Vendor Qualifications:** | 10 | | 9 | | 9 | | 9 | |
| **Q&A Flexibility, Timeliness & Resources:** | 15 | | 14 | | 12 | | 14 | |
| **Q&A Additional Cost Considerations:** | 5 | | 4 | | 4 | | 4 | |
| **Q&A, Value Added:** | 10 | | 9 | | 7 | | 7 | |
| **References:** | 5 | | 3 | | 2 | | 3 | |
| **Section XI.2, Additional Charges:** | 10 | | 8 | | 7 | | 9 | |
| **Deviations:** | 5 | | 4 | | 0 | | 5 | |
| **Overall Proposal (Quality of content, organized, complete, professional):** | 5 | | 5 | | 3 | | 5 | |
| **PHASE I SCORING:** | **70.00** | **Points** | **61.00** | **Points** | **49.00** | **Points** | **61.00** | **Points** |
| **GRAND TOTAL PHASE I SCORING:** | **100.00** | **Points** | **79.89** | **Points** | **66.72** | **Points** | **91.00** | **Points** |

# AGENDA ITEM SUMMARY

**Agenda Item:**

RFP# 25032 Computer & Device Repair Services

**Person Submitting Item:**

Kent Corser

**Background and Summary:**

Year 2 of a 3 year RFP for repair services:
$450,000 Est. - Techcycle Solutions LLC
$450,000 Est. - Synetic Technologies

**Budget Source:**

Capital Outlay

**Strategic Plan Alignment:**

Advancing Academic Excellence & Exceptional Student Experiences

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | ITS | Requested By: | Kent Corser |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**Year 2 of 3**

**RFP# 25032 - Computer & Device Repair Services RFP**
**Techcycle Solutions LLC- $450,000 Estimated**
**Synetic Technologies - $450,000 Estimated**

| Fund: | Capital Outlay | Account Number: | 34802 |
|---|---|---|---|
| Funding Year: | 2026/2027 | Location(s) items or services are for: | District wide |
| Does this use Bond Funds? (if yes, see below) | No | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract
☐ This is a Renewal Contract
☐ This is a Curriculum purchase
☐ This can be purchased off of _____ Contract # _____

☐ This is a New Bid/RFP
☑ This is a Purchase from Bid/RFP # **25032**
☐ This Purchase requires BOE Signatures

| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
|---|---|
| Company: **Techcycle Solutions/Synetic Technolog** | Street Address: |
| Contact Name: **Sam Walker/Josh Cowan** | City: |
| Telephone: | State: |
| Email: | Zip Code: |
| Cost: **$ 900,000.00 Estimated** | |
| Prior Year Cost: **$800,000.00 Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Multi-Year** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Kent Corser* **Date** 6/2/2026

**25032 Computer and Device Repair Services RFP**

| Phase I - Evaluation and Shortlisting | POINTS POSSIBLE | Synetic Technologies | | Techcycle Solutions | |
|---|---|---|---|---|---|
| Section III - Insurance Certificates/Audited Financials | 5 | 4 | points | 5 | points |
| Section VI - Q&A, Vendor Qualifications | 5 | 5 | points | 5 | points |
| Section VI - Q&A, References | 5 | 5 | points | 5 | points |
| Section VI - Q&A, Flexibility, Timeliness, & Resources | 20 | 18 | points | 17 | points |
| Section VI - Q&A, Additional Cost Considerations | 5 | 5 | points | 5 | points |
| Section VI - Q&A, Value Added | 15 | 13 | points | 14 | points |
| Pricing - Scenarios 1-6 | 30 | 26 | points | 29 | points |
| Section XI.3 - Review Additional Service Considerations | 5 | 5 | points | 5 | points |
| Section XI - Deviations | 5 | 5 | points | 0 | points |
| Overall Proposal (Quality of content, organized, complete, professional) | 5 | 4 | points | 3 | points |
| GRAND TOTAL Evaluation and Shortlisting SCORING: | 105 | 90 | Points | 88 | Points |
| PHASE II INTERVIEW SCORING - Optional | POINTS POSSIBLE | | | | |
| Phase I Total Scoring: | 105 | 90 | Points | 88 | Points |
| Proposer Clarifications | 50 | 50 | Points | 50 | Points |
| Adendum #2 - Scenarios 1-4 | | 18 | Points | 20 | Points |
| | | | | | |
| GRAND TOTAL PHASE I & II SCORING: | 155 | 158 | Points | 158 | Points |

Pricing Addendum

| | | Synetic Technologies | | Techcycle Solutions | |
|---|---|---|---|---|---|
| Scenario #1 - Acer Spin 512 Power Button Replacement | 2 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #1 - Dell Mobile Precision 3490 Hinge Repair | 3 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #1 - iPad 11th Generation A16 Touchscreen replacement | 4 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #1 - Labor to repair all devices | 1 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total Price Scenario #1** | | | $0.00 | | $0.00 |
| Points Possible | 5 | | 5.00 | | 5.00 |
| | | **Synetic Technologies** | | **Techcycle Solutions** | |
| Scenario #2 - Acer Spin 512 Hinge Replacement | 1 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #2 - Dell Mobile Precision Trackpad Repair | 4 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #2 - iPad 11th Generation A16 Front Glass/Digitizer & LCD replacement | 6 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #2 - Labor to repair all devices | 1 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total Price Scenario #2** | | | $0.00 | | $0.00 |
| Points Possible | 5 | | 5.00 | | 5.00 |
| | | **Synetic Technologies** | | **Techcycle Solutions** | |
| Scenario #3 - MacBook Air Battery Replacement | 2 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #3 - iPad 11th Generation A16 Front Glass/Digitizer & LCD replacement | 4 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #3 - MacBook Air Thermal Sensor issue, motherboard replacement | 1 | $0.00 | $0.00 | $0.00 | $0.00 |
| Scenario #3 - Labor to repair all devices | 1 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total Price Scenario #3** | | | $0.00 | | $0.00 |
| Points Possible | 5 | | 5.00 | | 5.00 |
| | | **Synetic Technologies** | | **Techcycle Solutions** | |
| Scenario #4 - Acer Spin 512 Motherboard Repair | 2 | $324.00 | $648.00 | $125.10 | $250.20 |
| Scenario #4 - Dell 5190 Back Cover Replacement | 4 | $49.00 | $196.00 | $116.10 | $464.40 |
| Scenario #4 - MacBook Air Battery Replacement | 9 | $74.00 | $666.00 | $129.10 | $1,161.90 |
| Scenario #4 - Labor to repair all devices | 1 | $1,125.00 | $1,125.00 | $0.00 | $0.00 |
| **Total Price Scenario #4** | | | $2,635.00 | | $1,876.50 |
| Points Possible | 5 | | 3.56 | | 5.00 |
| | | **Synetic Technologies** | | **Techcycle Solutions** | |
| Scenario #5 - Acer Spin 512 Motherboard Repair | 2 | $324.00 | $648.00 | $125.10 | $250.20 |
| Scenario #5 - Dell 3490 Headphone Jack Replacement | 4 | $29.00 | $116.00 | $80.10 | $320.40 |
| Scenario #5 - Dell 3490 Palmrest replacement | 2 | $99.00 | $198.00 | $152.10 | $304.20 |
| Scenario #5 - Labor to repair all devices | 1 | $750.00 | $750.00 | $0.00 | $0.00 |
| **Total Price Scenario #5** | | | $1,712.00 | | $874.80 |
| Points Possible | 5 | | 2.55 | | 5.00 |
| | | **Synetic Technologies** | | **Techcycle Solutions** | |
| Scenario #6 - Dell 3490 Bottom Cover replaced | 3 | $29.00 | $87.00 | $98.10 | $294.30 |
| Scenario #6 - Dell 3490 Palmrest replacement | 4 | $99.00 | $396.00 | $152.10 | $608.40 |
| Scenario #6 - MacBook Air Charging Port repair | 9 | $9.00 | $81.00 | $89.10 | $801.90 |
| Scenario #6 - Labor to repair all devices | 1 | $700.00 | $700.00 | $0.00 | $0.00 |
| **Total Price Scenario #6** | | | $1,264.00 | | $1,704.60 |
| Points Possible | 5 | | 5.00 | | 3.71 |

| MOST COMMON SERVICES RATES | Points Possible | Synetic Technologies, Inc. Unit Pricing | Techcycle Solutions Unit Pricing | Synetic Technologies, Inc. Points | Techcycle Solutions Points |
|---|---|---|---|---|---|
| Power Button Repair or Replacement | 1.25 | $ 129.0000 | $ 62.1000 | 0.60 | 1.25 |
| Bottom Cover Repair or Replacement | 1.25 | $ 99.0000 | $ 71.1000 | 0.90 | 1.25 |
| Standard Internal Component Repair or Replacement | 1.25 | $ 34.0000 | $ 62.1000 | 1.25 | 0.68 |
| Touchscreen Repair or Replacement | 1.25 | $ 349.0000 | $ 299.7000 | 1.07 | 1.25 |
| Hinge Repair or Replacement | 1.25 | $ 349.0000 | $ 71.1000 | 0.25 | 1.25 |
| Motherboard Repair or Replacement | 1.25 | $ 539.0000 | $ 125.1000 | 0.29 | 1.25 |
| LCD Back Cover Repair or Replacement | 1.25 | $ 349.0000 | $ 89.1000 | 0.32 | 1.25 |
| Battery Replacement | 1.25 | $ 149.0000 | $ 107.1000 | 0.90 | 1.25 |
| Headphone Jack Repair or Replacement | 1.25 | $ 25.0000 | $ 62.1000 | 1.25 | 0.50 |
| Palmrest/Keyboard Repair or Replacement | 1.25 | $ 299.0000 | $ 89.1000 | 0.37 | 1.25 |
| Trackpad Repair or Replacement | 1.25 | $ 159.0000 | $ 62.1000 | 0.49 | 1.25 |
| Whiteglove/Deployment Services (per unit/device pricing) - services listed in #17 under service agreement | 1.25 | $ 10.0000 | $44.10 (Labor) | 1.25 | #VALUE! |
| | **15** | | | **8.95** | **#VALUE!** |

| MAXIMUM ANNUAL RATE INCREASE | Points Possible | Synetic Technologies, Inc. % Increase | Techcycle Solutions % Increase | Synetic Technologies, Inc. Points | Techcycle Solutions Points |
|---|---|---|---|---|---|
| Percentage (%) | 5 | 0.00% | 10.00% | 5.00 | 0.50 |

| | | Synetic Technologies, Inc. | | | | Techcycle Solutions | | | |
|---|---|---|---|---|---|---|---|---|---|
| ADDENDUM #2 - PRICING SCENARIOS - WHITEGLOVE SERVICES | Points Possible | # of Units | Per Device Unit Cost | Extended Cost (# of Units X Per Device Unit Cost) | Points | # of Units | Per Device Unit Cost | Extended Cost (# of Units X Per Device Unit Cost) | Points |
| Scenario #1 | 5 | 2,000 | $12.00 | $24,000.00 | 4.17 | 2,000 | $10.00 | $20,000.00 | 5.00 |
| Scenario #2 | 5 | 15,000 | $12.00 | $180,000.00 | 3.75 | 15,000 | $9.00 | $135,000.00 | 5.00 |
| Scenario #3 | 5 | 2,000 | $12.00 | $24,000.00 | 5.00 | 2,000 | $12.00 | $24,000.00 | 5.00 |
| Scenario #4 | 5 | 15,000 | $12.00 | $180,000.00 | 4.58 | 15,000 | $11.00 | $165,000.00 | 5.00 |

# AGENDA ITEM SUMMARY

**Agenda Item:**

RFP# 26037 Produce RFP

**Person Submitting Item:**

Charles Rathbun

**Background and Summary:**

Year 1 of 3 - Produce delivery to all schools

**Budget Source:**

Food Service

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | Food & Nutrition Services | Requested By: | Charles Rathbun/Angie Vest |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**Produce for 2026-2027**

**Year 1 of 3**

| Fund: | Food Service | Account Number: | |
|---|---|---|---|
| Funding Year: | 2026/2027 | Location(s) items or services are for: | District wide |
| Does this use Bond Funds? (if yes, see below) | No | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract

☐ This is a Renewal Contract

☐ This is a Curriculum purchase

☐ This can be purchased off of _____ Contract # _____

☐ This is a New Bid/RFP

☑ This is a Purchase from Bid/RFP # 26037

☐ This Purchase requires BOE Signatures

| Begin Date: 7/1/2026 | End Date: 6/30/2027 |
|---|---|
| Company: C&C Produce | Street Address: 1100 Atlantic |
| Contact Name: John DeFeo | City: North Kansas City |
| Telephone: (816) 213-7777 | State: MO |
| Email: johnd@ccproduce.net | Zip Code: 64116 |
| Cost: $ 678,895.25 Estimated | |
| Prior Year Cost: $653,415.04 Estimated | |
| Terms: (Annual, Multi-Year, One-Time): Annual | |

**Month:**(board meeting) June 2026 **Budget Administrator** *Charles Rathbun/Angie Vest* **Date** 6/1/2026

| RFP 26037 Produce Vendor | | |
|---|---|---|
| | | C&C Produce |
| PHASE I SCORING | POINTS POSSIBLE | |
| Vendor Qualifications | 15 | 14 |
| References | 5 | 5 |
| Flexibility, Timeliness & Resources | 20 | 18 |
| Value Added | 10 | 8 |
| Deviations | 5 | 5 |
| Overall Proposal (Quality of Content, organized, complete, professional) | 5 | 5 |
| Market Basket (Fixed Annual Cost or Fee Based) | 40 | 40 |
| GRAND TOTAL PHASE I SCORING: | 100 | 95.00 Points |

| | | |
|---|---|---|
| Fri Apr 10, 2026, 12:00:45 PM | mayi@queenfoods.net | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:44 PM | bambi.beebe@sysco.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:44 PM | tempam@kohlwholesale.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:44 PM | rtonolli@libertyfresh.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:43 PM | asimpson@freshdelmonte.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:43 PM | johnd@ccproduce.net | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:42 PM | gwood@martinbros.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:42 PM | lbeener@loffredo.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:41 PM | jmeinders@martinbros.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |
| Fri Apr 10, 2026, 12:00:41 PM | ashley.lyerly@usfoods.com | Blue Valley School District: Invitation to Bid - 26037 - Produce RFP |

# AGENDA ITEM SUMMARY

**Agenda Item:**

Amazon Business 2026-2027

**Person Submitting Item:**

Nicole Hogan / Jason Gillam

**Background and Summary:**

Staff utilize district p-cards to make purchases on Amazon Business Prime. We began the program in February 2022. We are reporting an estimated $1,500,000 spend this fiscal year through the program under the Omnia contract.

**Budget Source:**

Various

**Strategic Plan Alignment:**

Empowering Exemplary Educators & Staff

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | Business Office | Requested By: | Nicole Hogan/Jason Gillam |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**Staff utilize District p-cards to make purchases on Amazon Business Prime. We began the program in February 2022. We are reporting an estimated $1,500,000 spend this fiscal year through the program under the Omnia contract.**

| Fund: | Various Funds | Account Number: | Various |
|---|---|---|---|
| Funding Year: | 2026/2027 | Location(s) items or services are for: | District wide |
| Does this use Bond Funds? (if yes, see below) | Yes | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract

☐ This is a Renewal Contract

☐ This is a Curriculum purchase

☑ This can be purchased off of **Omnia Partners** Contract # **R-TC-17006**

OK NH 5-29-26

☐ This is a New Bid/RFP

☐ This is a Purchase from Bid/RFP # _____

☐ This Purchase requires BOE Signatures

| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
|---|---|
| Company: **Amazon Business** | Street Address: **410 Terry Ave N** |
| Contact Name: **Brittany Smith** | City: **Seattle** |
| Telephone: | State: **WA** |
| Email: **bnj@amazon.com** | Zip Code: **98109** |
| Cost: **$ 1,500,000.00 Estimated** | |
| Prior Year Cost: **$1,342,000.00 Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Annual** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Jason Gillam* **Date** **5/29/2026**

# AGENDA ITEM SUMMARY

**Agenda Item:**

Children's Mercy Hospital Social Worker Agreement

**Person Submitting Item:**

Dr. Mark Schmidt

**Background and Summary:**

This is a renewal agreement for 34 social workers and 1 supervisor for 26-27.

**Budget Source:**

SPED / At Risk

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | SPED | Requested By: | Mark Schmidt |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**Renewal Contract for 26-27 Social workers (34) including 1 social worker supervisor.**

| | | | |
|---|---|---|---|
| Fund: | **SPED / At Risk** | Account Number: | **013000066-3013/030000323-30** |
| Funding Year: | **2026/2027** | Location(s) items or services are for: | **District Wide** |
| Does this use Bond Funds? (if yes, see below) | **No** | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

- ☐ This is a New Contract
- ☑ This is a Renewal Contract
- ☐ This is a Curriculum purchase
- ☐ This can be purchased off of _____ Contract # _____
- ☐ This is a New Bid/RFP
- ☐ This is a Purchase from Bid/RFP # _____
- ☐ This Purchase requires BOE Signatures

| | |
|---|---|
| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
| Company: **Children's Mercy Hospital** | Street Address: **2420 Pershing Ste G-10** |
| Contact Name: **Bob Finuf** | City: **Kansas City** |
| Telephone: **(816) 559-9370** | State: **MO** |
| Email: **bfinuf@cmpcn.org** | Zip Code: **64108** |
| Cost: **$ 2,800,671.00 Estimated** | |
| Prior Year Cost: **$ 2,647,514.06 Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Annual** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** _____ **Date** _____

# SOCIAL WORKER SERVICES AGREEMENT

This Social Worker Services Agreement ("Agreement") is entered into and effective as of July 1, 2026, by and between The Children's Mercy Hospital, a Missouri nonprofit corporation ("Children's Mercy"), and Unified School District No. 229, Johnson County, State of Kansas, a/k/a Blue Valley School District ("BVSD") (collectively the "Parties").

WHEREAS, Children's Mercy is a pediatric healthcare system, dedicated to offering inpatient and outpatient hospital services to pediatric patients in the Greater Kansas City Area and regional communities, many of which are covered by state Medicaid programs or have no insurance coverage; and

WHEREAS, BVSD operates elementary, middle, and high schools in the state of Kansas; and

WHEREAS, CMH employs or contracts with master's level, licensed social workers who are qualified to provide social work services in Kansas ("Social Workers" or individually "Social Worker"); and

WHEREAS, Children's Mercy and BVSD recognize that there is a critical need for school-based mental health services in the community; and

WHEREAS, the Parties desire to expand access to mental health services via the provision of Social Workers by Children's Mercy to BVSD as described herein.

NOW, THEREFORE, in consideration of the above premises and the terms and conditions herein contained, the parties agree as follows.

## Services of Children's Mercy.

Children's Mercy agrees that it will provide, and cause its Social Workers to provide, the following services ("Services"):

1. Children's Mercy will, at Children's Mercy's cost and expense, recruit, hire, train, manage and support 34 Social Workers to provide Services for the BVSD, including one Social Worker who will act as a manager to oversee the day-to-day work of the Social Workers. The Parties will mutually agree to add additional Social Workers as required to provide Services subject to the "Payment for Services" paragraph below.

2. Social Workers will follow the BVSD staff calendar plus additional days as mutually agreed upon between BVSD and Children's Mercy.

3. All newly hired Social Workers will attend orientation at Children's Mercy for education on Children's Mercy policies and procedures before providing Services hereunder.

4. Social Workers will attend new staff orientation in the BVSD, to include training on the Family Educational Rights and Privacy Act and its implementing regulations ("FERPA").

5. Social Workers will participate on the mental health team at the BVSD schools they are designated to support and collaborate with principals, teachers, counselors and other school staff to support positive outcomes for academic success.

6. Social Workers will intervene and provide mental health services to at-risk students related, but not limited, to:
    a. Mental health
    b. Alcohol & drug treatment
    c. Housing concerns
    d. Attendance issues or other barriers to school performance
    e. Homebound schooling
    f. SPED and 504 plans with a primary mental health diagnosis
    g. Food insecurity

7. Social Workers will manage 504 plans for students for whom mental health is the primary diagnosis.

8. Social Workers will collaborate with community partners serving children as needed and as determined by the Social Workers to meet BVSD student and family needs.

9. Social Workers will only provide Services to BVSD students and staff, and, if directly related to Services to a minor student, then also to the student's family. No Services will be provided to students or families outside of the BVSD.

10. Social Workers will not provide direct mental health services to BVSD staff to address personal needs but may share community resources and tips to navigate the system with them. Social Workers will not collaborate directly with community partners to arrange services to address personal needs of BVSD staff.

**Compliance with Policies/Standards/Behavioral Expectations.**

Social Workers will conduct themselves in accordance with all applicable BVSD policies and Children's Mercy policies while providing Services. Such policies include, but are not limited to, BVSD's policy governing the confidentiality of "Education Records" as required by FERPA, Children's Mercy's School Based Referral policy, as well as tobacco, drugs, language, weapons, and sexual harassment policies. Failure of a Social Worker to so comply will be cause for his or her immediate removal from providing Services with prior written notice to Children's Mercy. BVSD will have discretion to implement a temporary measure for which prior written notice to Children's Mercy is also required. Children's Mercy is ultimately responsible for discipline,

suspension, reassignment, or termination of all Social Workers. BVSD reserves the right to approve the assignment of Social Workers and/or retains the right to request that Children's Mercy reassign, remove or replace any Social Worker from the BVSD schools. Should a Social Worker be reassigned or removed, BVSD will allow Children's Mercy a reasonable time to find and train a replacement.

**License and Background Checks.**

Children's Mercy shall perform license and criminal background checks for all Social Workers before they provide Services hereunder. The costs of such background checks shall be at Children's Mercy's expense. Children's Mercy shall attest to the completion and compliance associated with each Social Worker's license and background check to the BVSD's Safety and Security Office before a BVSD access badge or pass is issued to the Social Worker.

**Relationship of Parties.**

The relationship between the BVSD and Children's Mercy (and its Social Workers) is that of independent contractors. It is understood and agreed that the Social Workers are not and shall not be deemed employees of the BVSD. As such, Children's Mercy shall be responsible for all administrative employment matters for the Social Workers such as payment of salaries and wages, withholding and payment of all federal, state, and local employment taxes, providing applicable insurance coverage, and providing non-obligatory fringe benefits programs.

**Payment for Services.**

BVSD shall pay Children's Mercy for actual salary and benefits of 34 Social Workers for Services provided on an annual basis (the "Annual Fee"). The Parties anticipate the Annual Fee to be approximately $2,790,831 per year with payments made bi-annually based on BVSD's fiscal year. The Parties will mutually agree to add additional Social Workers for a fee of $88,893 per Social Worker, per year as prorated based on the date of hire. The Parties agree to reconcile the Annual Fee to the annual amount paid by BVSD at the end of each school year. For amounts paid greater than the Annual Fee, Children's Mercy shall credit BVSD on the first invoice of the following fiscal year and for amounts paid less than the Annual Fee, Children's Mercy shall invoice BVSD on the first invoice of the following fiscal year.

**Billing for Services.**

Children's Mercy acknowledges that BVSD reserves the right to seek reimbursement from the Kansas Department of Education, Kansas Department of Aging and Disability Services, Medicaid, or other sources to the extent permitted under the law or applicable regulations. To the extent applicable hereunder, Children's Mercy hereby designates and shall cause each Social Worker to designate BVSD as their true and lawful agent and reassign their rights to BVSD to bill and collect monies due for all Services provided under this Agreement. All collections from such Services provided by Social Workers shall belong to BVSD. Children's Mercy and Social Workers agree not to submit claims or otherwise attempt to collect for such Services provided under this Agreement. Social Workers shall comply with all coding and documentation requirements for reimbursement or reassignment of rights as determined by the BVSD and provided in writing to Children's Mercy. All parties shall comply, at all times, with applicable laws and regulations related to billing and collection activities for the Services. All billing records shall be the property of BVSD. Upon reasonable request, Children's Mercy shall be permitted to obtain copies of such patient billing records related to the Services provided during the term of this Agreement at no charge.

**Compliance.**

All records of encounters with or Services provided to individual students by the Social Workers shall be the property of BVSD and deemed to be "Education Records" within the meaning of FERPA and its implementing regulations. The Social Workers shall be under the direct control of BVSD with respect to the use and maintenance of such Education Records and will be afforded access to such records as needed in the performance of professional duties. Children's Mercy and the Social Workers shall further be subject to the requirements set forth 34 C.F.R. 99.33(a) governing the use and redisclosure of personally identifiable information from the Education Records, and shall obtain a FERPA-compliant written consent of a student's parent or legal guardian prior to disclosing information from a student's Education Record for any purpose (including billing to Medicaid or other payors or parties), unless the disclosure meets one of the exceptions to FERPA's general consent requirement.

Children's Mercy will be granted access to or copies of Educational Records and any other documents created by, referencing or related to Social Workers and performance of Services. Such access may be for evaluation of job performance and quality review; to evaluate or respond to a concern, complaint (including Title IX), or inquiry from a student, parent, guardian or legal/regulatory authority; for the defense of a legal claim or investigation; and for data collection and analysis. Aggregate, de-identified data can be shared externally by either Party to demonstrate overall program effectiveness and outcomes.

Both parties will comply with all federal and state health care fraud and abuse laws, including but not limited to the federal health care program anti-kickback statute, 42 U.S.C. § 1320a-7b(b). Toward this end, the Parties agree that:

- this Agreement is the result of an arms-length negotiation between the Parties;
- in the ordinary course, the decision of whether and from whom a BVSD student obtains Services will be made by the student (if 18) or the student's parent or guardian (and not BVSD);
- BVSD is under no obligation to (1) refer BVSD students, family members of students (or any other individuals) to Children's Mercy for health care services or items, or (2) arrange for or recommend that BVSD students, family members of students (or any other individuals) purchase or order any health care services or items from Children's Mercy; and
- to the extent that Children's Mercy furnishes Services under this Agreement that are, or are potentially, reimbursable in whole or in part by Medicaid or any other federal health care program, as defined in 42 U.S.C. § 1320a-7b(f), Children's Mercy will not seek reimbursement for such Services.

**Reporting/Evaluation.**

Mutually agreed upon reports will be generated and shared between the Parties and Parties will meet periodically to evaluate the ongoing effectiveness of the school social worker program and determine what, if any, modifications are needed to the program.

In addition, BVSD acknowledges that Children's Mercy monitors the quality of Services provided hereunder. Children's Mercy shall provide BVSD with an annual quality assessment form for completion. BVSD will complete and return such form to Children's Mercy within 60 days of receipt. Such assessment form will include a request for information related to any adverse events resulting from the Services and any complaints, grievances, or concerns received by BVSD about any Social Worker. In addition, Children's Mercy may conduct annual satisfaction surveys.

**BVSD Obligations.**

Subject to the above provisions regarding independent contractors, BVSD will provide feedback to Children's Mercy to assist in the supervision of the Social Workers. BVSD will provide well maintained equipment and office space, as well as onsite and remote computer access to the BVSD systems for the Social Workers. BVSD further agrees to work cooperatively with Children's Mercy to support the mutual missions of the two organizations.

**Prohibition Against Discrimination, Harassment and Retaliation.**

BVSD is strongly committed to fostering an educational environment and workplace that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities, and facilities. The District will provide equal opportunity in all areas of education, recruiting, hiring, retention, promotion, and contracted service. BVSD strictly prohibits discrimination and harassment against students, employees, or others on the basis of race, creed, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity, disability, genetic information, or any statutorily prohibited basis. BVSD also strictly prohibits retaliatory actions against those who engage in protected activities. The Title IX Coordinator for BVSD is:

Melissa Hillman
15020 Metcalf
Overland Park, KS 66223
mhillman@bluevalleyk12.org
Telephone: (913) 239-4015

**Duration.**

Subject to the conditions precedent set forth in this Agreement, this Agreement shall become effective upon signature by the authorized officials from the Parties and shall terminate at 11:59 PM on June 30, 2027 unless extended by mutual agreement of authorized officials from Children's Mercy and BVSD in writing.

**Duty to Notify.**

BVSD agrees to notify Children's Mercy Manager of School-Based Social Workers, as soon as reasonably practicable of any complaint or concern it has or receives about the personal or professional behavior or Services provided by a Social Worker. Following such notification, the Parties shall cooperate with each other to investigate and resolve any concern.

Children's Mercy will notify BVSD in the event a Social Worker's license is revoked, no longer in good standing, or disciplinary action that prevents the Social Worker from providing Services

was imposed by the Kansas licensing board.

**Confidentiality.**

Children's Mercy, on behalf of itself and its Social Workers, agrees to maintain the privacy and confidentiality of all information and records regarding BVSD students it receives or has access to in accordance with state and federal laws and regulations, except for disclosures: (i) required by law, (ii) required for treatment or payment purposes, (iii) which is of public knowledge, or (iv) as may be required in the defense of any legal action or proceeding. In addition, each Party shall maintain the confidentiality of the financial terms of this Agreement. This paragraph shall survive the termination of this Agreement.

**Termination.**

Either Party reserves the absolute right, at any time and without cause, to terminate this Agreement with 90 days advanced written notice to the other Party. Either Party may terminate the Agreement for cause in the following circumstances:

- In the event of a breach of or non-compliance with a material term of this Agreement that is not cured within 30 days after the non-breaching party provides written notice of a breach to the allegedly breaching party or

- Immediately if the other Party is: (1) liquidated or dissolved, (2) fails to obtain insurance as provided herein, (3) fails to maintain its license to operate pursuant to applicable law.

**Insurance.**

- **Workers' Compensation Insurance:** The Parties shall each maintain workers' compensation insurance for their respective employees in accordance with the laws of the State of Kansas.

- **General Liability:** The Parties shall each maintain General Liability Insurance (including broad form contractual liability, products, and completed operations) in the amount of at least $1,000,000.00 per person and $1,000,000.00 per occurrence and $3,000,000.00 annual aggregate; and property damage in the amount of not less than $1,000,000.00 per occurrence and $3,000,000.00 annual aggregate. Children's Mercy's insurance will name BVSD, its agents, employees and assigns as additional insureds in regard to the Services provided in this Agreement.

- **Automobile Liability:** Children's Mercy shall maintain Automobile Liability Insurance, including owned, non-owned, and hired vehicles, covering bodily injury in the sum of not less than $1,000,000.00 per person and $1,000,000.00 per occurrence and $1,000,000.00 annual aggregate; and property damage in the amount of not less than $1,000,000.00 per occurrence and $1,000,000.00 annual aggregate.

- **Professional Liability Insurance:** For itself and as to each Social Worker, Children's Mercy shall maintain Professional Liability (errors and omissions) Insurance or self-insurance on an occurrence basis with limits of liability of not less than $1,000,000.00, per occurrence and $2,000,000.00 annual aggregate. Likewise, BVSD shall, for itself and each of its employed social workers, maintain Professional Liability (errors and omissions) Insurance on an occurrence basis with limits of liability of not less than $1,000,000.00, per occurrence and $2,000,000.00 annual aggregate. If BVSD has a claims made insurance policy, BVSD agrees to exercise any option contained in the policy to extend the reporting period to the maximum period permitted in the event that it is anticipated the policy will be cancelled or not renewed.

- **General Requirements:** All insurance required hereunder shall be maintained in full force and effect in a company or companies reasonably satisfactory to BVSD and Children's Mercy and each Party shall be responsible for the costs of its own insurance. The Parties shall undertake commercially reasonable efforts to provide written notice to each other thirty (30) days in advance of the cancellation, non-renewal, or material modification of said insurance. The Parties shall provide certificates evidencing such insurance before undertaking any work, upon request of the other.

**Indemnification.**

Children's Mercy shall be responsible to BVSD for acts and omissions of the Social Workers and Children's Mercy's employees, agents, subcontractors, and other persons or entities under the direction and control of Children's Mercy while providing Services described in this Agreement. Children's Mercy shall defend, indemnify and hold harmless BVSD, BVSD's officers, board members, employees, and agents from and against any and all claims, costs, losses, and damages (including reasonable attorneys' fees) caused by the negligent acts or omissions of the Social Workers or of Children's Mercy or its subsidiaries including all officers, directors, partners, employees, and agents thereof in the performance and furnishing of Services under this Agreement.

BVSD shall defend, indemnify, and hold harmless Children's Mercy and its subsidiaries, including all employees, Social Workers, directors, officers, and agents from and against any and all claims, costs, losses, and damages (including reasonable attorneys' fees) caused by the negligent acts or omissions of BVSD or its staff, employees, agents, contractors (other than Children's Mercy), or BVSD's alleged breach of this Agreement.

**Notice.**

All notices, requests, demands and other communications required or permitted hereunder ("Notice") shall be in writing and shall be deemed to have been given: (i) when delivered in person by hand, (ii) upon the earlier of actual receipt by the addressee or three (3) business days after the date mailed, if sent by registered or certified mail (in each case return receipt requested, postage pre-paid), or (iii) one (1) business day after party sends such notice by nationally- recognized overnight courier service (with all fees pre-paid). Notices must be sent to the respective parties at the following addresses.

Blue Valley School District — Telephone: (913) 239-4000
Mark Schmidt, Assistant Superintendent, Special Education
Address: 15020 Metcalf Avenue — Fax: (913) 239-4154
Overland Park, KS 66223 — E-mail: MRScmidt@bluevalleyk12.org

The Children's Mercy Hospital — Telephone: (816) 559-9370
Bob Finuf, Senior Vice President of Value & Payor Relations
Address: 2420 Pershing, Ste G – 10 — Fax: (816) 265-6015
Kansas City, MO 64108 — E-mail: bfinuf@cmpcn.com

**Assignment.**

This Agreement shall be binding upon the successors and assigns of the parties hereto; provided, however, that this Agreement and the Services provided hereunder may not be assigned by either party without the prior written consent of the other party.

**Entire Agreement.**

The provisions of this Agreement between BVSD and Children's Mercy constitute the entire agreement between the parties as to the matters contemplated by this Agreement. No modification, addition, or deletion to this Agreement shall be effective unless agreed in writing by all parties hereto.

**Governing Law.**

This Agreement shall be construed in accordance with, and governed by, the laws of the State of Kansas.

IN WITNESS WHEREOF, the parties have executed this Agreement to be effective as of the Effective Date set forth above.

**UNIFIED SCHOOL DISTRICT NO. 229, JOHNSON COUNTY, STATE OF KANSAS**

By_____

President, Board of Education

Date:

**THE CHILDREN'S MERCY HOSPITAL**

By:_____

Alejandro Quiroga
President & CEO

Date:

**ATTEST:**

By: _____

Anna Sweeney
Clerk, Board of Education

**APPROVED AS TO FORM:**

By: _____

Melissa Hillman
Chief Legal Officer

# AGENDA ITEM SUMMARY

**Agenda Item:**

Corporate Cleaning Group Evening Custodial Services

**Person Submitting Item:**

Matt Brooks

**Background and Summary:**

We are starting each school day several custodial FTEs short. Corporate Cleaning Group will supply the evening cleaning for up to 7 elementary school buildings. LVE, SPE, LES, CAPS, and AGE are currently being cleaned by Corporate Cleaning Group. Depending on staffing we may need to add up to three more buildings. This is year 5 of 5 of the written contract.

**Budget Source:**

Capital Outlay

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | Custodial | Requested By: | Matt Brooks |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

**We are starting each school day several custodial FTEs short. Corporate Cleaning Group will supply the evening cleaning for up to 7 elementary school buildings. LVE, SPE, LES, CAPS, and AGE are currently being cleaned by Corporate Cleaning Group. Depending on staffing we may need to add up to three more buildings. This is year 5 of 5 of the written contract.**

| Fund: | Capital Outlay | Account Number: | 33998 |
|---|---|---|---|
| Funding Year: | 2026/2027 | Location(s) items or services are for: | LVE, LES, AGE, SPE, CAPS |
| Does this use Bond Funds? (if yes, see below) | No | | |
| ☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2 | | ☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3 | |

**Check all that apply to this Purchase:**

- ☐ This is a New Contract
- ☑ This is a Renewal Contract
- ☐ This is a Curriculum purchase
- ☐ This can be purchased off of _____ Contract # _____
- ☐ This is a New Bid/RFP
- ☐ This is a Purchase from Bid/RFP # _____
- ☐ This Purchase requires BOE Signatures

| Begin Date: **8/1/2025** | End Date: **7/31/2026** |
|---|---|
| Company: **Corporate Cleaning Group Inc** | Street Address: **9822 Pflumm Road** |
| Contact Name: **Devin Dollar** | City: **Lenexa** |
| Telephone: **(816) 872-5730** | State: **KS** |
| Email: **devindollar@corporatecleaninggroup.com** | Zip Code: **66215** |
| Cost: **$ 1,000,000.00 Estimated** | |
| Prior Year Cost: **$ 600,000.00 Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Multi-Year** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Matt Brooks* **Date** **4/24/2026**



# Specializing in Schools

Professional Service Proposal For

## Matt Brooks

## Blue Valley Schools: Liberty View Elementary School

Submitted by:
Devin Dollar

devindollar@corporatecleaninggroup.com
9822 Pflumm Road, Lenexa, KS 66215

CORPORATE CLEANING Group®

# Proposal of Terms

## The terms of our services are as follows:

Cleaning is provided 5 day(s) per week. Monday-Friday.

Blue Valley Schools: Liberty View Elementary School will supply all equipment and all cleaning chemicals.

Blue Valley Schools: Liberty View Elementary School will supply all paper products, hand soap, liners, and feminine products.

Blue Valley Schools:Liberty View Elementary School will supply all equipment and chemicals for floor care.

Blue Valley Schools: Liberty View Elementary School will be billed on the 1st of each month, with payment due on the following 1st

Blue Valley Schools: Liberty View Elementary School can terminate services at any time by providing a thirty- day notice.

Additional cleaning can be provided at a rate of $25.00 per hour.

Overtime rate will be billed at $40.00 per hour.

Emergency cleaning services can be provided at a rate of $75.00 per hour with a minimum of $125.00 per hour for a hazmat clean.

Corporate Cleaning Group will provide carpet cleaning, strip and wax, top scrub, burnishing, and disinfectant services at no additional cost during regular working hours over breaks.

A signed service agreement will be required before CCG provides any services.

All employees are uniformed, insured, and fully screened with background checks.

**Total Monthly Cleaning Charge:** $13,136.00

April 20, 2026



# Specializing in Schools

Professional Service Proposal For

## Matt Brooks

## Blue Valley Schools:  Leawood Elementary School

Submitted by:
Devin Dollar

devindollar@corporatecleaninggroup.com

CORPORATE CLEANING Group®

# Proposal of Terms

## The terms of our services are as follows:

Cleaning is provided 5 day(s) per week. Monday-Friday.

Blue Valley Schools: Leawood Elementary School will supply all equipment and all cleaning chemicals.

Blue Valley Schools: Leawood Elementary School will supply all paper products, hand soap, liners, and feminine products.

Blue Valley Schools: Leawood Elementary School will supply all equipment and chemicals for floor care.

Blue Valley Schools: Leawood Elementary School will be billed on the 1st of each month, with payment due on the following 1st

Blue Valley Schools: Leawood Elementary School can terminate services at any time by providing a thirty- day notice.

Additional cleaning can be provided at a rate of $30.00 per hour with $150.00 minimum.

Overtime rate will be billed at $40.00 per hour.

Emergency cleaning services can be provided at a rate of $75.00 per hour with a minimum of $125.00 per hour for a hazmat clean.

Corporate Cleaning Group will provide carpet cleaning, strip and wax, top scrub, burnishing, and disinfectant services at no additional cost during regular working hours over breaks.

Emergency snow hours will be billed at a rate of $60.00 per hour.

A signed service agreement will be required before CCG provides any services.

All employees are uniformed, insured, and fully screened with background checks.

**Total Monthly Cleaning Charge:** $9,780.00



# Specializing in Schools

Professional Service Proposal For

## Matt Brooks

## Blue Valley Schools: Aspen Grove Elementary

Submitted by:
Devin Dollar

devindollar@corporatecleaninggroup.com
9822 Pflumm Road, Lenexa, KS 66215

CORPORATE CLEANING Group®

# Proposal of Terms

## The terms of our services are as follows:

Cleaning is provided 5 day(s) per week. Monday-Friday.

Blue Valley Schools: Aspen Grove Elementary will supply all equipment and all cleaning chemicals.

Blue Valley Schools: Aspen Grove Elementary will supply all paper products, hand soap, liners, and feminine products.

Blue Valley Schools: Aspen Grove Elementary will supply all equipment and chemicals for floor care.

Blue Valley Schools: Aspen Grove Elementary will be billed on the 1st of each month, with payment due on the following 1st

Blue Valley Schools: Aspen Grove Elementary can terminate services at any time by providing a thirty- day notice.

Additional cleaning can be provided at a rate of $25.00 per hour.

Overtime rate will be billed at $40.00 per hour.

Emergency cleaning services can be provided at a rate of $75.00 per hour with a minimum of $125.00 per hour for a hazmat clean.

Corporate Cleaning Group will provide carpet cleaning, strip and wax, top scrub, burnishing, and disinfectant services at no additional cost during regular working hours over breaks.

A signed service agreement will be required before CCG provides any services.

All employees are uniformed, insured, and fully screened with background checks.

**Total Monthly Cleaning Charge:** $9,780.00



# Specializing in Schools

Professional Service Proposal For

## Matt Brooks

## Blue Valley Schools:  Sunrise Point Elementary School

Submitted by:
Devin Dollar

devindollar@corporatecleaninggroup.com

CORPORATE CLEANING Group®

# Proposal of Terms

## The terms of our services are as follows:

Cleaning is provided 5 day(s) per week. Monday-Friday.

Blue Valley Schools: Sunrise Point Elementary School will supply all equipment and all cleaning chemicals.

Blue Valley Schools: Sunrise Point Elementary School will supply all paper products, hand soap, liners, and feminine products.

Blue Valley Schools: Sunrise Point Elementary School will supply all equipment and chemicals for floor care.

Blue Valley Schools: Sunrise Point Elementary School will be billed on the 1st of each month, with payment due on the following 1st

Blue Valley Schools: Sunrise Point Elementary School can terminate services at any time by providing a thirty- day notice.

Additional cleaning can be provided at a rate of $30.00 per hour with $150.00 minimum.

Overtime rate will be billed at $40.00 per hour.

Emergency cleaning services can be provided at a rate of $75.00 per hour with a minimum of $125.00 per hour for a hazmat clean.

Corporate Cleaning Group will provide carpet cleaning, strip and wax, top scrub, burnishing, and disinfectant services at no additional cost during regular working hours over breaks.

A signed service agreement will be required before CCG provides any services.

All employees are uniformed, insured, and fully screened with background checks.

**Total Monthly Cleaning Charge:** $9,780.00

April 20, 2026



# Specializing in Schools

Professional Service Proposal For

## Matt Brooks

## Blue Valley Schools: CAPS - The Center for Advanced Professional Studies

Submitted by:
Devin Dollar

devindollar@corporatecleaninggroup.com

CORPORATE CLEANING Group®

# Proposal of Terms

## The terms of our services are as follows:

Cleaning is provided 5 day(s) per week. Monday-Friday.

Blue Valley Schools: CAPS The Center for Advanced Professional Studies will supply all equipment and all cleaning chemicals.

Blue Valley Schools: CAPS The Center for Advanced Professional Studies will supply all paper products, hand soap, liners, and feminine products.

Blue Valley Schools: CAPS The Center for Advanced Professional Studies will supply all equipment and chemicals for floor care.

Blue Valley Schools: Stilwell Elementary School will be billed on the 1st of each month, with payment due on the following 1st

Blue Valley Schools: Stilwell Elementary School can terminate services at any time by providing a thirty- day notice.

Additional cleaning can be provided at a rate of $30.00 per hour with $150.00 minimum.

Overtime rate will be billed at $40.00 per hour.

Emergency cleaning services can be provided at a rate of $75.00 per hour with a minimum of $125.00 per hour for a hazmat clean.

Corporate Cleaning Group will provide carpet cleaning, strip and wax, top scrub, burnishing, and disinfectant services at no additional cost during regular working hours over breaks.

Emergency snow hours will be billed at a rate of $60.00 per hour.

A signed service agreement will be required before CCG provides any services.

All employees are uniformed, insured, and fully screened with background checks.

**Total Monthly Cleaning Charge:** $8,934.00

# AGENDA ITEM SUMMARY

**Agenda Item:**

Property Insurance Renewal

**Person Submitting Item:**

Sidney Cumberland

**Background and Summary:**

Annual renewal

**Budget Source:**

General Fund

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

Approve

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| | | | |
|---|---|---|---|
| **Department/Bldg.:** | **Safety & Security** | **Requested By:** | **Sidney Cumberland, ARM** |

**Purpose:** (please explain in detail why we need the items or services requested)

**Renewal of Property Insurance**

| | | | |
|---|---|---|---|
| Fund: | **General Fund** | Account Number: | **23178** |
| Funding Year: | **2026/2027** | Location(s) items or services are for: | **All** |
| Does this use Bond Funds? (if yes, see below) | **No** | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract

☑ This is a Renewal Contract

☐ This is a Curriculum purchase

☐ This can be purchased off of _____ Contract # _____

☐ This is a New Bid/RFP

☐ This is a Purchase from Bid/RFP # _____

☐ This Purchase requires BOE Signatures

| | |
|---|---|
| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
| Company: **Risk Strategies** | Street Address: **120 W. 12th Street Suite 1000** |
| Contact Name: **John Charpie** | City: **Kansas City** |
| Telephone: **(816) 843-4800** | State: **MO** |
| Email: **jcharpie@thomasmcgee.com** | Zip Code: **64105** |
| Cost: **$ 1,782,951.00** | |
| Prior Year Cost: **$ 1,582,282.00** | |
| Terms: (Annual, Multi-Year, One-Time): **Annual** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Sidney Cumberland* **Date** 5/6/2026

# AGENDA ITEM SUMMARY

**Agenda Item:**

Zen Educate Staffing

**Person Submitting Item:**

Dr. Mark Schmidt

**Background and Summary:**

Blue Valley has utilized various contractors to staff the most difficult to fill positions. We started using Zen in January 2025. It was a positive experience, and they provide para staffing at a cost to the district equitable to hiring directly.

**Budget Source:**

Quick key 30260--Special Services Instruction Contracted Services

**Strategic Plan Alignment:**

Fostering Supportive & Healthy School Communities

**Recommendation:**

We recommend to approve this contract to fill our most difficult to fill para II positions when a qualified Blue Valley para II cannont be identified.

# PURCHASING UNIVERSAL REQUEST

BLUE VALLEY SCHOOL DISTRICT #229

| Department/Bldg.: | SPED | Requested By: | Mark Schmidt |
|---|---|---|---|

**Purpose:** (please explain in detail why we need the items or services requested)

Contracted SPED Para II floaters to fill up to 50 vacancies.

| | | | |
|---|---|---|---|
| Fund: | **Special Education** | Account Number: | **30260** |
| Funding Year: | **2026/2027** | Location(s) items or services are for: | **Various** |
| Does this use Bond Funds? (if yes, see below) | **No** | | |

☐ This request includes extended warranty, service or maintenance. Please complete the *Bond Warranty Agreement Form* on page 2

☐ This request includes training or consultation. Please complete *Bond Consultant Services Form* on Page 3

**Check all that apply to this Purchase:**

☐ This is a New Contract

☑ This is a Renewal Contract

☐ This is a Curriculum purchase

☐ This can be purchased off of _____ Contract # _____

☐ This is a New Bid/RFP

☐ This is a Purchase from Bid/RFP # _____

☑ This Purchase requires BOE Signatures

| | |
|---|---|
| Begin Date: **7/1/2026** | End Date: **6/30/2027** |
| Company: **Zen Educate** | Street Address: **2136 Ford Parkway #5208** |
| Contact Name: **Emily Cabrita** | City: **Saint Paul** |
| Telephone: **(628) 285-1095** | State: **MN** |
| Email: **emily.cabrita@zeneducate.com** | Zip Code: **55116** |
| Cost: **$ 1,765,000.00 Estimated** | |
| Prior Year Cost: $ 238,164.10 **Estimated** | |
| Terms: (Annual, Multi-Year, One-Time): **Annual** | |

**Month:**(board meeting) **June 2026** **Budget Administrator** *Dr. Mark Schmidt* **Date** **5/27/2026**

# Rate Card 26/27

The following outlines Zen Educate's pricing for the 26/27 School year. The school charge includes the educator's pay rate and all applicable state and federal employer taxes and costs.

**1. Assignment Terms and Qualification Responsibilities**

- Customer is responsible for defining role-specific qualification requirements and ensuring compliance with applicable law. Zen Educate will apply commercially reasonable screening processes in presenting Education Professionals based on the qualifications communicated by Customer.
- Education Professionals are provided to support Customer operations under Customer supervision. Customer is responsible for determining whether an Education Professional is assigned to assist in or deliver instruction and for ensuring that such use complies with applicable law, including any role-specific qualification requirements.
- Customer will communicate any role-specific qualification requirements in advance of placement, including where particular proficiency standards or assessments are required.

**2. Hourly Service Rates**

| Kansas City Para Rate | |
|---|---|
| Hourly Pay Rate | Hourly District Cost |
| $16.00 | $22.46 |
| $17.00 | $23.62 |
| $18.00 | $24.77 |
| $19.00 | $25.93 |
| $20.00 | $27.08 |
| $21.00 | $28.23 |
| $22.00 | $29.39 |

**The above rates reflect a $0.50/hour discount from the previously delivered rates to account for increased demand of at least 50 roles to start the 2026-27 academic year.**

**3. Temp-to-Perm Conversion Fees**

- **All Educators:** $5,000
- **Fee Reduction Schedule:** The Temp-to-Perm Fee is reduced by $28 for each full day an educator works in the Customer via Zen Educate. This reduces the Temp-to-Perm Conversion fee to $0 after 180 days of work (1 school year).
- **Rebate Structure:** If the Education Professional leaves their Direct Hire position within the first 10 weeks (and no previous assignments applied), the rebate is: Up to 2 weeks (75%), Up to 4 weeks (50%), Up to 6 weeks (25%).

**4. Cancellations & Additional Fees**

- **Same-Day Cancellation:** Cancellations with less than 24 hours' notice will incur a minimum charge of 2 to 4 hours depending on the scheduled shift and state reporting-time regulations.
- **Overtime:** Additional overtime costs incurred under applicable law will be passed through to the Customer.
- **Deescalation Training:** A supplementary charge of $1/hour will apply if an aide is required to complete CPI training through Zen Educate.

**5. Billing Terms & Payment Methods**

**Standard Billing Terms (Included):** Weekly Invoice Frequency (Net 14 Pay Periods).

- **Payment Methods:** Default payment is via ACH or Wire. **Payments made via check incur a 1% processing fee on the invoice value.**

| **BANK DETAILS**<br>**FOR ACH OR WIRE** |
| --- |
| Name: [redacted] |
| [redacted] |
| [redacted] |
| [redacted] |