

Bethel Board of Education Regular Meeting

Thursday, August 23, 2012 7:00 PM

Board of Education Conf. Room E Central Office, 1 School Street, PO Box 253,
Bethel, CT 06801

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

3. Approval of Minutes

3.A. June 21, 2012 - Regular Meeting

3.B. July 16, 2012 - Special Meeting

3.C. July 19, 2012 - Special Meeting

4. Correspondence

5. Audience Participation

6. Administrative/Board Member Update

6.A. 2012 CABE/CAPPS Convention

6.B. District/School Performance Index

6.C. CT SDE ESEA Waiver

6.D. Sequestration Scheduled for 2013-2014

Speaker(s) : Teri
Yonsky, Director of
Fiscal Services

6.E. Report on New Teacher Orientation

6.F. FSP Compacts

7. Curriculum

7.A. Costa Rica Field Trip Approval

7.B. Mathematics Curriculum Approval

7.B.1. Grade Four Mathematics Curriculum

7.B.2. Grade Five Mathematics Curriculum

7.B.3. Precalculus 31 Curriculum

7.B.4. Precalculus 42 Curriculum

7.B.5. Algebra 1 12 - 9-12 Level 2

7.B.6. Algebra 1 13 - 9-12 Level 3

7.C. World Languages Curriculum Approval

7.C.1. French 21 Curriculum 2012

7.C.2. French 22 Curriculum 2012

7.C.3. French 31 Curriculum 2012

7.C.4. French 32 Curriculum 2012

8. **Finance**

8.A. 2011-2012 Final Financial Report

8.B. 2011-2012 Final Budget Transfers

9. **Personnel**

9.A. Appointments/Resignations

10. **Adjourn**

Tentative minutes of the Bethel Board of Education Ad-Hoc Food Service Committee Meeting held on July 19, 2012, in Board of Education Conf. Room E.

Attendance: Amanda Riley, Sodexo; Alan Dean, Sodexo; Ava Horyn, Sodexo

Administrative Attendance: K. Smith, T. Yonsky

R. Renner, Chairman, called the meeting to order at 06:00PM.

Present Board Members:

Mrs. Kristen Lacey

Mrs. Robin Renner

Mr. Ted Stevenson

Mr. Larry Craybas

1. Discuss new regulations and plan for distributing information to parents before the start of School.

Discussion:

The committee was advised of new regulations that will be occurring for school lunch menus.

2. Audience Participation

Discussion:

None.

3. Adjourn

Meeting adjourned at 7:00 p.m.

Respectfully submitted,
Susan Paré
Board Recorder



MEMORANDUM

**Superintendent's Office
Bethel Board of Education**

TO: Town Clerk

**FROM: Kevin J. Smith
Superintendent of Schools**

DATE: June 25, 2012

The Bethel Board of Education Special Meeting scheduled for Thursday, June 21, 2012, at 8:00 p.m. has been canceled.

Tentative minutes of the Curriculum Subcommittee held on June 21, 2012, in Board of Education Conf. Room E.

Attendance: L. Craybas

Administrative Attendance: J. Jordan, K. Smith

R. Renner, Chairman, called the meeting to order at 06:00PM.

Board Members Present: Attendance Taken at 6:00 PM:

Present Board Members:

Mr. Scott Clayton

Mrs. Melanie O'Brien

Mrs. Robin Renner

Absent Board Members:

Mrs. Kristen Lacey (Alt)

Mr. Ted Stevenson

1. Field Trip Request

1.1. Spring 2013 Field Trip to Costa Rica

Discussion:

Committee discussed the proposed spring 2013 trip to Costa Rica

Questions about the trip

1. Cost of the bus from Bethel to NY and NY to Bethel- these fees are not included in the current cost of the trip.
2. If there are less students going then planned will there be a fee increase and by how much?
3. Dr. Jordan suggested that the max # of students of 36 is too much.
4. There is a kayak trip planned on the trip and it was asked about safety precautions for this trip and if this part of the trip is optional.
5. Dr. Jordan said the behavior guidelines were not strict enough and offered the ones used on the trip to France in 2011.
6. Andrea Donald and Eugene Hellman will attend the August 23rd BOE meeting to address and answer the questions of the subcommittee.
7. It was asked about the use of the Spanish language on the trip and if there are enough opportunities on this trip to use the Spanish language.

2. Audience Participation

Discussion:

None.

Meeting adjourned at 6:20 PM

Respectfully submitted,
Robin Renner, Secretary

Tentative minutes of the Facilities Subcommittee held on June 21, 2012, in Board of Education Conf. Room E.

Attendance: S. Clayton, T. Stevenson, R. Renner, M. O'Brien

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky

L. Craybas, Chairman, called the meeting to order at 06:15PM.

Board Members Present: Attendance Taken at 6:15 PM:

Present Board Members:

Mr. Larry Craybas

Mr. William Duff

Mrs. Kristen Lacey

Mr. Bryan Terzian

1. Gas Conversion Project Presentation

Discussion:

Mr. Germinaro presented the details of the Gas Conversion Project taking place this summer in the Educational Park.

2. Audience Participation

Discussion:

None.

Meeting adjourned at 6:50 PM.

Respectfully submitted,

Susan Pare

Board Recorder

Tentative minutes of the Bethel Board of Education Regular Meeting held on June 21, 2012, in Board of Education Conf. Room E.

Attendance: Jen Larsen

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, D. DeBlois, B. Germinaro, B. Kirmil, G. Lawlor, D. Muharem, C. Troetti

L. Craybas, Chairman, called the meeting to order at 07:00PM.

Board Members Present: Attendance Taken at 7:00 PM:

Present Board Members:

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Mr. William Duff

Mrs. Kristen Lacey

Mrs. Melanie O'Brien

Mrs. Robin Renner

Mr. Ted Stevenson

Mr. Bryan Terzian

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

2.A. NAMM Foundation's Best Communities for Music Education

Discussion:

Jessica Bardelli, Director of Sales & Schools Services, Bethel Music Center, presented Maureen DeBlois, Music Coordinator K-12, a certificate of recognition from the NAMM Foundation to the Bethel Public Schools for Best Communities for Music Education.

3. Administrative/Board Member Update

3.A. SB 458 - An Act Concerning Educational Reform

Discussion:

Senator Boucher spoke to the Board about SB 458 - An Act Concerning Educational Reform. Senator Boucher spoke about changes in teacher prep, evaluation, tenure, termination, professional development and certification.

She also spoke about the work done in committee to ensure the ideas brought to her by Bethel administrators were included in the act.

3.B. BHS Foreign Exchange Student

Discussion:

Giulia Gotta, BHS foreign exchange student from Italy, spoke about her experience at BHS. Ms. Gotta was impressed with the school spirit and sense of community at BHS. She spoke about the differences between an American high school and her high school in Italy.

3.C. EMT Program

Discussion:

Mrs. Holmberg, BHS EMT Instructor, presented a video highlighting the success of the EMT Program at BHS. This video and students from the BHS EMT Program will be highlighted at this year's CABE/CAPPS Convention in the fall.

4. Approval of Minutes

4.A. May 17, 2012

Motion Passed: Move to approve the minutes of May 17, 2012, Regular Meeting. Passed with a motion by Mrs. Robin Renner and a second by Mr. William Duff.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Abstain

5. Correspondence

Discussion:

None.

6. Audience Participation

Discussion:

Jen Larsen, 128 Grassy Plain St., expressed her thanks for the experiences her children had at BMS. She thanked the administration and staff.

7. Reports to the Board

7.A. Finance

7.A.1. 2012-2013 Tuition Rates

Motion Passed: The Bethel Board of Education sets the tuition rates for non-resident students attending Bethel Public Schools for the 2012/2013 school year as stated in memo dated June 21, 2012. Passed with a motion by Mr. William Duff and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

7.A.2. Budget Transfers

Motion Passed: Move to approve the April/May budget transfers as outlined by Director of Fiscal Services. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: The Board of Education moves to direct the administration to first make accounting adjustments as needed to properly close the books and records and that remaining funds be directed towards the goals in briefing memo dated June 21, 2012 - End of Fiscal Year 2011-2012. Passed with a motion by Mr. Stuart Carlsen and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

7.B. Personnel

7.B.1. Resignations/Appointments

Discussion:

Dr. Smith, Superintendent, recommended to the Board the appointment of Mr. Christopher Troetti as the new Bethel High School Principal, Mr. Gary Lawlor, as Associate Principal, and Mr. Bryan Watson, as Assistant Principal at Bethel Middle School.

Motion Passed: Move to accept the appointment of Christopher Troetti as Bethel High School Principal. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to accept the appointment of Gary Lawlor as Bethel High School's Associate Principal. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. William Duff.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes

Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to accept the appointment of Bryan Watson as Bethel Middle School's Assistant Principal. Passed with a motion by Mrs. Robin Renner and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to accept the appointment of Robin LaMontange as Berry School's Nurse and Michelle Mitchell as Systemwide Nurse. Passed with a motion by Mr. William Duff and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to accept the following resignations:

NAME	REASON	LOCATION	ASSIGNMENT
Sherri Groves	Retiring	Middle School	Special Education Teacher
Amanda Flachsbart	Resignation	Middle School	Grade 7 Language Arts Teacher
Cynthia Jugler	Retiring	Rockwell School	Kindergarten Teacher

Passed with a motion by Mr. Ted Stevenson and a second by Mr. Scott Clayton.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

8. Recommended Executive Session
8.A. CT General Statues 1-210(b)(9)
Negotiations

Present Board Members:

Mr. Stuart Carlsen
Mr. Scott Clayton
Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mrs. Melanie O'Brien
Mrs. Robin Renner
Mr. Ted Stevenson
Mr. Bryan Terzian

Administrators: K. Smith, J. Jordan, T. Yonsky

Motion Passed: Move that the Board enter into Executive Session at 9:23 PM. Passed with a motion by Mr. William Duff and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move that the Board come out of Executive Session at 10:17 PM. Passed with a motion by Mr. Scott Clayton and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to accept recommended salary increases of 2.75% for Dr. Janice Jordan, Associate Superintendent, Ms. Theresa Yonsky, Director of Fiscal Services, 3.50% for Laila Rudinas, Human Resources Manager and a 2% increase for other positions of non-union administrative and non-union affiliated personnel. Passed with a motion by Mrs. Kristen Lacey and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

9. Adjourn

Motion Passed: Move to adjourn at 10:23 p.m. Passed with a motion by Mr. William Duff and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Respectfully submitted,
Susan Pare
Board Recorder

Tentative minutes of the Bethel Board of Education Special Meeting held on July 16, 2012, in Armando's Meeting Room, 47 Stony Hill Road. Bethel CT, Stony Hill Fire House, 59 Stony Hill Road, Bethel CT, Armando's Meeting Room, 47 Stony Hill Road. Bethel CT.

Attendance: None

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, C. Troetti, G. Lawlor, D. Muharem, P. Chapman, B. Watson, K. Gombos, B. Kirmil, K. Brooks, L. DiBiase, L. Pica at Armando's Meeting Room, 47 Stony Hill Road. Bethel CT.

L. Craybas, Chairman, called the meeting to order at 08:00AM.

Board Members Present: Attendance Taken at 8:00 AM:

Present Board Members:

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Mr. William Duff arrived at 10 AM

Mrs. Kristen Lacey

Mrs. Robin Renner

Mr. Ted Stevenson

Absent Board Members:

Mrs. Melanie O'Brien

Mr. Bryan Terzian

1. Recommended Executive Session

CT General Statutes 1-200(6)

1.A. Board Retreat

1.A.1. Interpersonal Board Relationships

Motion Passed: Move to enter into executive session at 9:00 AM. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Motion Passed: Move to come of out of executive session at 11:30 AM. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

2. Adjourn

Motion Passed: Move to adjourn at 11:30 AM. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Respectfully submitted,
R. Renner
Secretary

Tentative minutes of the Bethel Board of Education Special Meeting held on July 19, 2012, in Board of Education Conf. Room E.

Attendance: None

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, D. DeBlois

L. Craybas, Chairman, called the meeting to order at 07:00PM.

Board Members Present: Attendance Taken at 7:00 PM:

Present Board Members:

**Mr. Stuart Carlsen
Mr. Scott Clayton
Mr. Larry Craybas
Mrs. Kristen Lacey
Mrs. Robin Renner
Mr. Ted Stevenson**

Absent Board Members:

**Mr. William Duff
Mrs. Melanie O'Brien
Mr. Bryan Terzian**

1. Call to Order

- 1.A. Roll Call for Quorum**
- 1.B. Pledge of Allegiance**

2. Finance

- 2.A. Preliminary Year-end Financial results & budget transfers**

Discussion:

Teri Yonsky, Director of Fiscal Services reviewed the budget transfers with the Board. Ms. Yonsky also reviewed the June purchases that align with the district's Technology Plan and goals.

Motion Passed: Move to approve the June 2012 preliminary adjustments. Passed with a motion by Mr. Stuart Carlsen and a second by Mr. Scott Clayton.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent

Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Motion Passed: Move to approve June 2012 purchases as identified by Ms. Yonsky, Director of Fiscal Services. Passed with a motion by Mr. Stuart Carlsen and a second by Mr. Ted Stevenson.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

3. Adjourn

Motion Passed: Move to adjourn at 7:27 p.m. Passed with a motion by Mr. Ted Stevenson and a second by Mrs. Kristen Lacey.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Yes
Mr. Larry Craybas	Yes
Mr. William Duff	Absent
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Respectfully submitted,
Susan Paré
Board Recorder



Bethel Middle School

600 Whittlesey Drive

Bethel, Connecticut 06801-1594

Tel: (203) 794-8670 Fax: (203) 830-7318

*Derek Muharem
Principal*

*Pamela Chapman
Assistant Principal*

*Bryan Watson
Assistant Principal*

August 23, 2012

Dear Dr. Smith and Members of the Board of Education,

We wish to publicly commend Scott Brown and the custodial crew at Bethel Middle School for the outstanding job they have done getting the building ready for the opening of school. Bethel Middle School has never looked better.

As administrators in the building we are energized by their work ethic and their attention to detail. It is patently obvious that Mr. Brown and the other custodians take great pride in their work and in their role as part of the Bethel community.

We urge you to stop by the Middle School to see the work that has been done and to join us in congratulating this group of men on an unbelievable job.

Sincerely,

Derek Muharem
Principal

Pamela Chapman
Assistant Principal

Bryan Watson
Assistant Principal

RECEIVED

AUG 03 2012

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

August 3, 2012

Board of Selectmen
Town of Bethel
c/o Office of the First Selectman
1 School Street
Bethel, CT 06801

Dear Selectmen,

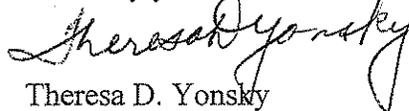
This letter is written to provide notice to you, pursuant to Section 9-3 of the Town Charter, about my upcoming role in the successor contract negotiations between the Bethel Board of Education (the "BOE") and the Bethel Education Association (the "BEA").

As you know, I am employed by the BOE as the Director of Fiscal Services. In that capacity, it is customary that I participate in all contract negotiations between the BOE and its employee bargaining units. I will be involved in this year's negotiations with the BEA to reach a successor agreement that will govern the terms and conditions of employment for the Bethel teachers commencing July 1, 2013. I was involved in the same way for the current agreement with the BEA. My role is to provide relevant information and data to the BOE and make recommendations for bargaining strategy during caucuses with the BOE negotiating team. I am a subordinate member of the team; BOE attorney Rebecca Santiago is the chief spokesperson at the bargaining table. I will be supporting the BOE team but I am not the decision-maker with respect to any aspect of the negotiations and the outcome. The BOE members of the negotiating team make the decisions to reach agreement or not and, if agreement is reached, then the agreement is presented to the full BOE for approval.

I wish to advise you that my daughter is a Bethel teacher. She is not a dependent nor does she reside in my home. I have not and will not in the future receive any direct financial gain as a result of her employment as a Bethel teacher.

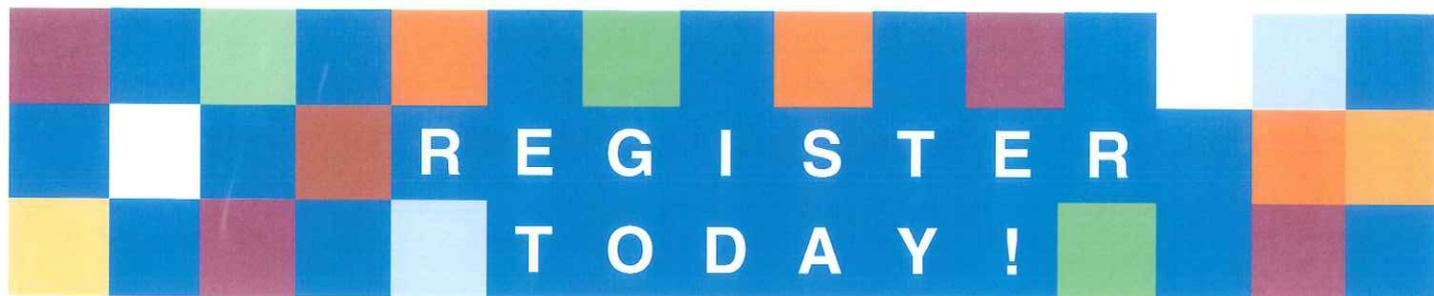
I do not believe that this familial relationship represents a conflict of interest that would prevent me from participating in the teacher negotiations. As always, I intend to represent the best interests of the BOE and the Town during the negotiations with the BEA.

Sincerely yours,



Theresa D. Yonsky
Director of Fiscal Services

cc. Kevin J. Smith, Superintendent of Schools
Larry Craybas, Chairman, Bethel Board of Education
Laila Rudinas, Human Resources Manager



The CABE/CAPSS Convention provides the community of board of education members and superintendents the opportunity to gain knowledge through general sessions and workshops that can help them prepare students to be successful in the 21st Century. Hear from top level education speakers on the latest educational initiatives, celebrate Connecticut's talented students – be energized by student performers on Friday and Saturday mornings and the student display on Friday and experience the innovation of vendors in the Exhibit Hall on Friday.

Benefits of Attending

- Potentially save your district money and enable staff to be more efficient by visiting vendors in the Exhibit Hall.
- Ensure students have skills that will enable them to be successful in the 21st Century by attending a variety of thought provoking workshops and general sessions.
- Find strength and invaluable support by sharing experiences and solutions and networking with peers.

Be Inspired!

Choose From More Than 30 Dynamic Sessions

- Teacher Tenure Reform: Is Tenure a Right or a Privilege?
- Educating Your Community About Local Education Funding
- The Annual Meeting of the Nutmeg Board of Education
- NAEP: Myths and Realities of Connecticut's Performance
- Developing Leaders: Creating an Administrative Aspirant Program
- Transgender Students: A Community Approach Supporting a Safe School Climate
- Save Time, Save Money with Statewide Cooperative Purchasing Programs Through the Connecticut RESC Alliance
- Technology as a Transformative Tool: BYOD, 1:1 Computing, and Access for All
- The School Board and the School Governance Council: Legal and Practical Considerations

Hotel Reservations

Mystic Marriott Hotel and Spa
625 North Road, Route 117
Groton, CT 06340

Those attending the annual CABE/CAPSS Convention have been guaranteed a room rate of \$149. We are grateful to the Marriott for holding this rate steady for us for several years. When making your reservation, be sure to mention that you are with the CABE/CAPSS Convention in order to take advantage of this special room rate.

This rate of \$149 is guaranteed only until **4:00 pm on October 17, 2012**. After this date, reservations for Convention participants are based on availability and are offered at the prevailing rate.

You may make reservations directly with the Mystic Marriott's reservation department by calling 866-449-7390. You may also make reservations online at www.cabe.org/page.cfm?p=408. The negotiated rate code already entered in the appropriate field, allowing you to quickly make your room reservation. Purchase orders are NOT accepted.

Student Participation Saturday, November 17, 2012

This year there will be more opportunities for students to develop their leadership skills, as well as to provide the opportunity to empower students to have their voices heard. Our goal is to provide students with a rich experience they can not only take back to their schools, but with an experience that will help them be leaders and advocates for public education in their adult lives as well. At the Saturday lunch, we will hear from some of the student participants.

More information will be sent to districts in the coming months. Encourage your student leaders *and* aspiring student leaders to attend Saturday of the CABE/CAPSS Convention!

**Get the latest information on the CABE/CAPSS
Convention at www.cabe.org/page.cfm?p=408**

**EASY
REGISTRATION
PROCESS**

You only need to complete and return the registration form one time.

Follow the four easy steps below to register:

1. Review Convention at a Glance.
2. Complete the registration form, include your workshop choices and any special requirements you may have.
3. Save a copy for your records.
4. Return completed form to CABA.

Form **MUST** be accompanied by payment or purchase order to be processed.

Submit a separate form for each registrant.

Substitutions are accepted at any time. All substitutions and cancellations **MUST** be in writing.

This form **MUST** be received by **October 26** to avoid a late fee.

Mail to:
CABA/CAPSS
Convention
Registrations
81 Wolcott Hill Rd.
Wethersfield, CT 06109



Fax to:
860-571-7452



Online:
www.cabe.org

Questions:
860-571-7446

If you are an exhibitor, please contact Dana Finello at CAPSS (860-236-8640) to make exhibit space arrangements. This registration form is meant for those attending the Convention only.

2012 CABA/CAPSS Convention Pre-Registration Form
November 16-17, 2012 • Mystic Marriott Hotel, Groton

Name _____

Address _____

City _____ State _____ Zip _____

School District/Organization _____

Phone Number _____ Fax Number _____

Email _____ Cell Phone _____

Name for Badge _____ Guest Name for Badge _____

CHECK APPROPRIATE BOX(ES):

- | | |
|---|---|
| <input type="checkbox"/> Board Member | <input type="checkbox"/> Business Manager |
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Presenter |
| <input type="checkbox"/> Assistant Superintendent | <input type="checkbox"/> Other _____ |
| | <input type="checkbox"/> This is my first CABA/CAPSS Convention - I would like a mentor |

REGISTRATION TYPE: CHECK Package, Friday or Saturday and CIRCLE corresponding fee.

	2012/2013 CABA Member Districts and CAPSS Members Only Pre-Registration Received on or before 8/31/12 Member	Registration Received on or before 10/26/12 Member/Non-Member		Late/On Site Reg. Received on or after 10/27/12 Member/Non-Member	
<input type="checkbox"/> Package Registration Meals are included in registration fee and are non-refundable.	\$375	\$420	\$650	\$470	\$700
<input type="checkbox"/> Friday Only Registration Meals are included in registration fee and are non-refundable.	\$295	\$310	\$540	\$360	\$590
<input type="checkbox"/> Saturday Only Registration Meals are included in registration fee and are non-refundable.	\$255	\$265	\$495	\$315	\$545

GUEST MEAL(S): Friday Luncheon - \$30 Friday Banquet - \$55 Saturday Luncheon - \$32
Registrant is responsible for guest fees. (Payment for guest **MUST** accompany registration form.)

TOTAL AMOUNT DUE \$ _____

In order to prevent wastage of food, please select all meal functions that you will be attending. (This will NOT change your registration fee.)

- Friday Luncheon Friday Banquet Saturday Luncheon

Do you have special dietary needs? If so, explain _____
Payment – three easy ways to pay: Check, credit card or purchase order. Registration will **NOT** be processed without a P.O., check or credit card.

Check payable to CABA enclosed. P.O. # _____ Visa MasterCard

Credit Card No: _____ Expiration Date: _____

Name _____ Street address _____

(as it appears on credit card)

(billing address)

Credit card authorization: I agree to pay the total amount according to the card use agreement.

Signature: _____

WORKSHOP CHOICES: CIRCLE which workshops you plan to attend:

Friday	A1	A2	A3	A4	A5	A6	A7	A8
	B1	B2	B3	B4	B5	B6		
	C1	C2						
	D1	D2	D3	D4	D5	D6		
Saturday	E1	E2	E3	E4	E5	E6		
	F1	F2	F3					
	G1	G2	G3	G4	G5			

Substitutions are accepted in writing at any time. Between November 5 and November 8, a \$100 fee will be charged for each cancelled Convention registration because meals have been guaranteed. Beginning November 9 there is **NO REFUND** of the registration fee. No shows will be charged full fee.

Convention At A Glance (6/14/12)

Boards and Superintendents: The Challenges and Opportunities Involved in Reforming and Transforming Education

Friday, November 16, 2012

7:30 - 8:30 AM	Registration Begins Mystic Ballroom Networking and Continental Breakfast • Exhibit Area Opens Mystic Ballroom
8:30 - 10:30 AM	Welcome Marriott Ballroom Student Performance – Mystic Middle School Jazz Band Remarks – CAPSS Superintendent of the Year Keynote Address -
9:00 AM - 4:00 PM	Talented Student Showcase Marriott Ballroom Lobby
10:30 - 11:50 AM	Session A Workshops A1 Teacher Tenure Reform, Is Tenure A Right or A Privilege? (RT) A2 Districts Do It Better Together: A Regional Approach to the Common Core (RT, MR, ISA) A3 Trends (RT, EB, MR, ISA, DFP) A4 Negotiations A5 Successfully Navigating Connecticut's Freedom of Information Act (EB, MR) A6 Policy A7 Legislative Issues (RT, EB, MR, ISA, DFP) A8 Meeting with the State Board of Education (RT, EB, MR, ISA, DFP)
11:50 AM - 12:20 PM	Networking, Reception and Exhibits Mystic Ballroom
12:20 - 1:20 PM	Luncheon Marriott Ballroom Acknowledgment of Guests – Networking
1:20 - 1:50 PM	Dessert/Networking in Exhibit Area Mystic Ballroom
1:50 - 3:05 PM	Session B Workshops B1 Educating Your Community About Local Education Funding (RT, EB, MR, DFP) B2 How to Effectively Navigate and Communicate the Laws Relative to Physical Restraint and Seclusion of Students (DFP) B3 Roles and Responsibilities of Board Members and Superintendents (RT, EB, MR, ISA, DFP) B4 Sweating the Small Stuff (MR, ISA) B5 A Practical Guide to Great Board Meetings: Designing Your Board of Education Agenda and Meetings for Maximum Effectiveness (EB) B6 Open
1:50 - 3:50 PM	Session C Clinics C1 The Annual Meeting of the Nutmeg Board (RT, EB, MR, ISA, DFP) C2 Improving Educator Effectiveness and Student Outcomes Through High Quality Professional Learning (RT)
3:10 - 4:45 PM	Session D Workshops D1 NAEP: Myths and Realities of Connecticut's Performance (RT) D2 Developing Leaders: Creating an Administrative Aspirant Program (MR) D3 The Lighthouse Project - Education Transformation at the Board Level (RT, EB, ISA) D4 Effective Parent Engagement: Challenges and Opportunities (ISA, DFP) D5 Improving Efficiencies and Effectiveness in Special Education: A Process Approach (RT, MR, ISA, DFP) D6 Open

4:45 - 5:30 PM	Networking, Reception and Exhibits	Mystic Ballroom
4:45 - 5:30 PM	Leadership Awards Reception	Octagon Restaurant
5:30 - 8:00 PM	Dinner	Marriott Ballroom
8:00 - 11:00 PM	President's Remarks • Awards • Evening Program - Evening Reception	Mystic Ballroom ABC

Saturday, November 17, 2012

7:30 - 8:30 AM	Registration Begins – Networking and Continental Breakfast	
8:30 - 9:30 AM	General Session	Marriott Ballroom
	Welcome	
	Student Performance – Waterbury Arts Magnet School High School Chorus	
	Speaker –	
9:35 - 10:45 AM	A special session for student representatives will be held Saturday morning. Student Representatives on Boards of Education: Policy into Practice	
9:35 - 10:45 AM	Session E Workshops	
	E1 Transgender Students: A Community Approach Supporting a Safe School Climate (EB, DFP)	
	E2 Technology Safety: How to Keep Your Schools Safe (EB, DFP)	
	E3 Dealing with Disruption: Legal Guidance and Practical Tips on Dealing with Problem Board Members (EB)	
	E4 Magnet and Charter Schools - What You and Your School District Must Know and How Can We All Survive and Prosper (RT, MR)	
	E5 Save Time, Save Money with Statewide Cooperative Purchasing Programs Through the Connecticut RESC Alliance (RT, MR)	
	E6 Open	
9:35 - 11:35 AM	Session F Clinics	
	F1 Cost Savings and Student Achievement with Online Courses and Learning Management Systems ((RT, MR, ISA, DFP)	
	F2 The Role of Law Enforcement in Schools: When and Why Do We Call the Police and What Do We Expect from Them? (MR, ISA, DFP)	
	F3 On the Path to Achievement: The Role of Arts Education in Providing a Comprehensive, Rigorous Program of Study that Meets the Challenges of the 21st Century (RT, ISA)	
10:50 AM - 12:00 PM	Session for Student Leaders	
10:50 AM - 12:00 PM	Session G Workshops	
	G1 Secondary School Reform - Implementing Student Success Plans (RT)	
	G2 The Courage to Speak® Drug Prevention Programs: Engaging Home, School and Community (DFP)	
	G3 Technology as a Transformative Tool: BYOD, 1:1 Computing, and Access for All (RT, EB, MR, ISA)	
	G4 Negotiations: An Overview of Process, Strategies and the Law (RT, MR)	
	G5 The School Board and the School Governance Council: Legal and Practical Considerations (RT, EB, ISA, DFP)	
11:30 AM - 12:00 PM	Networking and Reception	Marriott Ballroom Lobby
12:05 - 1:35 PM	Luncheon • Speaker -	
1:35 PM	Adjourn	



Board Briefing:
CT's ESEA Waiver

ESEA WAIVER

- ESEA – Elementary and Secondary Education Act
 - Current iteration: NCLB – No Child Left Behind

Goal of NCLB: 100% proficiency in reading and mathematics by 2014

ESEA WAIVER

Time Line:

2010-2011: Schools and districts subject to
“Adequate Yearly Progress” requirements

Sanctions for schools and districts that fail to
meet “AYP”

ESEA WAIVER

Time Line:

2011-2012

CT's waiver application was approved 5/29/12

AYP will be determined for each school and district
– no sanctions will be administered

Baseline data for new Performance Targets will be published (Averaged with previous two years of assessment data)

New funding flexibility

ESEA WAIVER

Funding Flexibility

Relief from Sanctions:

- Districts and schools labeled “In Need of Improvement” are no longer required to reserve 20% of Title I funds for “Supplemental Educational Services” or choice programs
- Districts and schools labeled “In Need of Improvement” are no longer required to hold 10% of Title I funds for Professional Development

ESEA WAIVER

CT's New Performance Indicators

NCLB	CT District and School Performance Indices (DPI/SPI)
Target is "Proficient"	Target is "Goal"
100% by 2014	Halfway to Target by 2018
Math and Reading Only	Math, Reading, Writing, Science
Focus on Progress from Basic to Proficient	Count Progress Between All Levels
Progress Measured on Standardized Tests Only	Progress Also Measured by High School Graduation Rate (4 year and Extended)
Accountable for Subgroups N Size = 40	Focus on Subgroup Improvement N Size = 20

ESEA WAIVER

CT's New Performance Indicators

NCLB	CT District and School Performance Indices (DPI/SPI)
ADVANCED	ADVANCED
GOAL	GOAL 
PROFICIENT 	PROFICIENT 
BASIC	BASIC
BELOW BASIC	BELOW BASIC






CT's New Performance Index

- Between 0 and 100
- Counts performance in all tested grade levels
- Counts performance across all bands
- Includes all tested subjects (reading, mathematics, writing, and science)
- Incorporates all tested students (including those who take the Skills Checklist or MAS)
- Provides subject specific index as well as an overall index
- Calculated for all students and top five lowest performing subgroups (SWD, ELL, Black, Hispanic, F/R lunch)

CT's New Performance Index

Level of Performance	Value
Goal/Advanced	1.0
Proficient	.67
Basic	.33
Below Basic	0.0

Each student assigned a score (per assessment) and scores aggregated to determine a School Performance Index

Ex: If all students in a given school scored Proficient on all of their exams the school's SPI would be 67

CT's New Performance Index

Calculating District/School/Sub Group Performance:

IPI: Individual Performance Index

Step 1: Calculate IPI for all students

Ex: Grade 5 Student:

Reading G 1.0

Writing P .67

Science B .33

Math P .67

Score Avg (x100) 67

Average all IPI's in a given group to derive the Performance Index

CT's New Performance Index

Graduation Metrics For High Schools

4 Year Cohort Graduation Rate	Extended Graduation Rate
Federally Defined	Counts students who stay enrolled in high school for longer than four years
The % of students who entered as freshmen and graduate from 12 th grade within 4 years with a standard diploma	Counts students who receive certificates of completion
	Does not count students who have dropped out or transferred to another school district but never enrolled or have an "unknown" status

CT's State Targets: Following 2018

Component	Measures	State Target
Student and Subgroup Achievement	School Performance Index	88
Achievement Gaps	School Performance Index Gaps	<10
Graduation Rate	4-Year Grad Rate	94%
	Extended Graduation Rates	96%

Bethel's DPI

Indicator	Participation Rate	DPI (2011-2012)	Baseline (3 Yr Avg)	DPI Performance Target 2012-2013
DPI	100.0%	90.4	90.2	MAINTAIN
DPI: SWD	100.0%	63.1	60.9	63.2
DPI: F/R	100.0%	85.0	83.3	83.7
DPI: Black	100.0%	74.6	78.4	79.2
DPI: Hisp	100.0%	86.7	84.5	84.8
DPI: ELL	100.0%	75.1	73.2	74.5
DPI Subject: Reading	100.0%	89.1	88.7	MAINTAIN
DPI Subject: Math	100.0%	92.2	92.3	MAINTAIN
DPI Subject: Writing	100.0%	90.9	90.9	MAINTAIN
DPI Subject: Science	100.0%	89.8	89.6	MAINTAIN

Bethel High School: SPI

Indicator	Participation Rate	SPI (2011-2012)	Baseline (3 Yr Avg)	SPI Performance Target 2012-2013
SPI	100.0%	83.6	84.4	84.7
SPI: SWD	100.0%	61.0	53.7	56.6
SPI: F/R	100.0%	67.9	69.5	71.0
SPI: Hisp	100.0%	73.1	75.3	76.4
SPI Subject: Reading	99.6%	84.4	83.9	84.3
SPI Subject: Math	100.0%	82.0	82.2	82.7
SPI Subject: Writing	99.6%	91.4	91.5	MAINTAIN
SPI Subject: Science	99.6%	78.2	80.3	81.0

Bethel High School: SPI

Indicator	Graduation Rate	Grad Rate Baseline (2 Yr Avg)	Grad Rate Perf Target 2012-2013
4 year Cohort Graduation Rate	94.3	93.4	93.4
Extended Graduation Rate	98.4	97.1	MAINTAIN

Berry School: SPI

Indicator	Participation Rate	DPI (2011-2012)	Baseline (3 Yr Avg)	DPI Performance Target 2012-2013
DPI	100.0%	89.5	89.6	MAINTAIN
DPI: SWD				
DPI: F/R				
DPI: Black				
DPI: Hisp				
DPI: ELL				
DPI Subject: Reading	100.0%	85.6	85.4	85.7
DPI Subject: Math	100.0%	92.5	93.5	MAINTAIN
DPI Subject: Writing	100.0%	90.4	89.9	MAINTAIN

Rockwell School: SPI

Indicator	Participation Rate	DPI (2011-2012)	Baseline (3 Yr Avg)	DPI Performance Target 2012-2013
DPI	100.0%	83.0	86.8	86.9
DPI: SWD				
DPI: F/R				
DPI: Black				
DPI: Hisp				
DPI: ELL				
DPI Subject: Reading	100.0%	79.8	84.3	84.6
DPI Subject: Math	100.0%	86.0	90.2	MAINTAIN
DPI Subject: Writing	100.0%	84.6	87.0	87.1

Johnson School: SPI

Indicator	Participation Rate	SPI (2011-2012)	Baseline (3 Yr Avg)	SPI Performance Target 2012-2013
SPI	100.0%	91.4	90.7	MAINTAIN
SPI: SWD	100.0%	70.1	65.1	67.0
SPI: F/R	100.0%	84.6	85.5	85.7
SPI: Hisp	100.0%	88.2	87.0	85.7
SPI: ELL	100.0%	87.4	82.2	82.7
SPI Subject: Reading	100.0%	87.6	86.2	86.4
SPI Subject: Math	100.0%	92.6	92.5	MAINTAIN
SPI Subject: Writing	100.0%	91.4	91.5	MAINTAIN
SPI Subject: Science	100.0%	92.6	92.9	MAINTAIN

BMS: SPI

Indicator	Participation Rate	SPI (2011-2012)	Baseline (3 Yr Avg)	SPI Performance Target 2012-2013
SPI	100.0%	91.5	91.0	MAINTAIN
SPI: SWD	100.0%	61.0	59.6	62.0
SPI: F/R	100.0%	85.8	81.8	82.3
SPI: Black				
SPI: Hisp	100.0%	87.5	83.3	83.6
SPI: ELL				
SPI Subject: Reading	100.0%	92.5	92.0	MAINTAIN
SPI Subject: Math	100.0%	93.2	92.9	MAINTAIN
SPI Subject: Writing	100.0%	90.4	89.3	MAINTAIN
SPI Subject: Science	100.0%	87.3	87.1	87.1

Implications

- Our primary purpose is to improve student achievement
- Our immediate improvement goals focus on transforming classroom practice
- Renewed emphasis on closing the achievement gap among our subgroup populations



UNITED STATES DEPARTMENT OF EDUCATION

THE DEPUTY SECRETARY

July 20, 2012

Memorandum to: Chief State School Officers

From: Anthony W. Miller /s/
Deputy Secretary
U.S. Department of Education

Subject: Clarification of Sequester Impact on Four Accounts with Advance Funding

The Budget Control Act (BCA) of 2011 established a Joint Select Committee in Congress charged with the task of developing a proposal to achieve at least \$1.2 trillion in deficit reduction. Unfortunately, last November, the Joint Committee announced that it could not reach agreement on a deficit reduction plan. This failure triggered enforcement via automatic funding cuts, called sequestration, for fiscal year 2013, unless Congress prevents this from taking place by sending the President a balanced deficit reduction plan that does away with sequestration before it goes into effect on January 2, 2013.

Many of you have asked technical questions about how the Department of Education would implement the BCA sequestration in our four appropriations accounts that receive fiscal year 2013 budgetary resources from both 2012 advance appropriations and 2013 regular appropriations. The 2012 advance appropriations become available in October 2012 for school year 2012-13. The 2013 regular appropriations become available in July 2013 for school year 2013-14. Most of the funds in the four accounts with advance appropriations—Education for the Disadvantaged (Title I, ESEA), School Improvement Programs (Title II, ESEA), Special Education (IDEA Part B), and Career, Technical, and Adult Education—get distributed by formula to States and then to local school districts or other entities.

If Congress does not act to avoid sequestration, and assuming the 2013 appropriations for these four accounts are structured similarly to past appropriations (which they are under the pending House and Senate appropriations bills), the Department will take the sequester from funds that would become available in July 2013 for school year 2013-14, *not* from the 2012 advance appropriations available in October 2012. The amount of the reduction will be calculated by applying the sequester percentage (to be determined by the Office of Management and Budget) to the fiscal year 2013 budgetary resources from both the 2012 advance appropriations and the 2013 regular appropriations that are available for the four accounts. The calculated sequester amount will then get subtracted from the July 2013 funding. The net effect will be to cut the funding level for the programs in the four accounts with advance funding by the same percentage as all other programs, projects, and activities.

It has come to our attention that some States may have urged school districts to hold back on spending for the 2012-13 school year because of the possibility of sequestration. Assuming Congress enacts a 2013 appropriations bill that is structured similarly to the pending House or Senate bills—a reasonable assumption based on past practice—there is no reason to believe that a sequestration would affect funding for the 2012-13 school year.

While a large sequestration of education appropriations would decrease funding for schools and students across the country, the potential for sequestration should not upset planning and hiring decisions for the

immediately upcoming 2012-13 school year. Federal funds have already been appropriated and will be provided for this school year, through grants made in July 2012 and advance funds that will be obligated in October 2012.

Most other Department elementary and secondary programs award funds late in the fiscal year for the following school year, either through a formula or following a competition for discretionary grants, so the impact of the BCA on these programs will not be felt until the 2013-14 school year as well. However, the major exception where the BCA sequester could reduce funds for the 2012-13 school year is the \$1.2 billion Impact Aid program. Impact Aid provides funds to some 1,192 school districts serving about 949,000 students. About 52,000 of those students are in districts that rely heavily on Impact Aid for a large share of their funds. These districts could experience more significant short-term funding problems due to sequestration than other districts.

Although most of the harm from the sequestration would not be felt in education programs until the 2013-14 school year, the damage from across-the-board cuts in that year would be severe. The Administration has submitted a balanced plan to Congress to avoid a sequestration, and continues to urge Congress to act on that policy. The sequestration was not meant to be implemented; it was meant to drive Congress to enact a balanced deficit reduction plan through the threat of destructive cuts. Time remains for Members of Congress to produce such a balanced plan, and we urge Congress to do so. Secretary Duncan will be testifying on July 25th before the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies on the potential harmful impact of sequestration on schools, teachers, and students and will be urging Congress to take action to avoid the deep and indiscriminate cuts in education and other Federal programs that sequestration would entail. However, while we wait for Congressional action, based upon past practice in appropriations, there is little reason to delay hiring for school year 2012-13 due to the threat of sequestration.

Under Threat

Sequestration's Impact on Nondefense Jobs and Services

A report by Sen. Tom Harkin, Chairman, Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, and Related Agencies

July 25, 2012

Foreword

Under the Budget Control Act, most Federal programs face an across-the-board cut in January 2013 if Congress does not enact a plan before then to reduce the national debt by \$1.2 trillion.

So far, we've heard a great deal about sequestration's effects on Pentagon spending. The defense industry has highlighted the potential impact of an across-the-board cut on defense-related jobs and services. Some members of Congress are now demanding that we exempt the Pentagon from sequestration, either by finding offsets for the defense cuts only or by making nondefense programs bear the full brunt of the entire \$1.2 trillion in cuts.

But sequestration wouldn't apply only to defense. It would also have destructive impacts on the whole array of Federal activities that promote and protect the middle class in this country – everything from education to job training, medical research, child care, worker safety, food safety, national parks, border security and safe air travel. These essential government services directly touch every family in America, and they will be subject to deep, arbitrary cuts under sequestration.

Some members of Congress warn that defense contracting firms will lay off employees if sequestration goes into effect. They say nothing of the tens of thousands of teachers, police officers, and other public servants in communities all across America who would also lose their jobs. A laid-off teacher is just as unemployed as a laid-off defense contractor.

In fact, the economic effects of cuts to nondefense programs could be worse than cuts to Pentagon spending. A December 2011 [study](#) found that investing \$1 billion in health care or education creates significantly more jobs within the U.S. economy than spending \$1 billion on the military. In health care, the difference is 54 percent more jobs; in education, 138 percent. A July 2012 [study](#) commissioned by the Aerospace Industries Association found that sequestration's cuts to nondefense spending would reduce the U.S. gross domestic product during fiscal years 2012-21 by a greater amount (\$77.3 billion) than cuts to defense spending (\$72.1 billion).

So it's important to have an accurate assessment of the potential impact of sequestration on the nondefense side of the budget. To that end, this report provides a detailed, State-level analysis of sequestration's effects on dozens of education, health and labor programs under the jurisdiction of my subcommittee in fiscal year 2013. Among the highlights:

- States and local communities would lose \$2.7 billion in Federal funding for just three critical education programs alone – Title I, special education State grants, and Head Start – that serve a combined 30.7 million children. Nationwide, these cuts would force 46,349 employees to either lose their jobs or rely on cash-strapped States and localities to pick up their salaries instead.

- In health, 659,476 fewer people would be tested for HIV, 48,845 fewer women would be screened for cancer; and 211,958 fewer children be vaccinated.
- At a time when the unemployment rate is still above 8 percent, 1.6 million fewer adults, dislocated workers and at-risk youth would receive job training, education and employment services; and the families of 80,000 fewer children would receive child care subsidies, making it harder for parents to find work.
- In Iowa, the State I represent, 4,677 fewer people would be admitted to substance abuse treatment programs, 496 fewer veterans would receive employment assistance, and 1,588 fewer students would receive Federal Work Study financial aid. Similar data are available for other States.

This report explains why my Democratic colleagues and I adamantly oppose any unbalanced approach that protects the Pentagon and the wealthiest 2 percent in our society while ignoring cuts to nondefense services, including education, that are so critical to the middle class.

Nondefense discretionary (NDD) spending already has absorbed significant reductions through the 10-year spending caps in the Budget Control Act and other measures. By 2021, this category of spending will account for just 2.8 percent of the U.S. gross domestic product, its lowest level in more than 50 years. Today, NDD programs comprise about one-sixth of the Federal budget. It defies not only reason, but also fairness and equality, to suggest that we can erase our national debt by slashing critical priorities like education and medical research while holding Pentagon spending harmless and expecting the wealthiest among us to sacrifice nothing.

A better, fairer solution is needed. It's the same way we solved our previous budget crises in 1982, 1984, 1990, 1993 – with a balanced approach that includes both spending reductions and new revenue. In the five years following the 1993 deficit-reduction law, the U.S. economy created over 15 million new jobs; not only did we balance the budget, we were on course to completely eliminate the national debt within a decade. We can repeat this success. We don't have to reinvent the wheel.

I hope this report will motivate members of both parties to embrace a spirit of compromise. The time for ideological posturing is past. We all agree that sequestration would be tremendously destructive. We all want to avoid it. That means we all must come together with good will to hammer out a balanced agreement that will not only prevent sequestration, but reduce our deficit and protect America's families.

Senator Tom Harkin
Chairman
Senate Appropriations Subcommittee on
Labor, Health and Human Services, and
Education, and Related Agencies

A Note on the Data

This report examines the potential impact of sequestration on nondefense discretionary (NDD) programs under the jurisdiction of the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, and Related Agencies.

The responsibility for implementing sequestration would rest with the Office of Management and Budget, which has not yet announced how it would carry out this process if it turns out to be necessary. The Congressional Budget Office (CBO) estimated in September 2011 that NDD programs (except those that are exempted or otherwise specifically addressed by the Budget Control Act) would face an across-the-board cut of 7.8 percent in fiscal year 2013; calculations in this report are based on that assumption. It's important to note that the actual impact of sequestration could be even greater. The Center on Budget and Policy Priorities, for example, estimates that NDD programs would be cut by 8.4 percent in fiscal year 2013.

Under the Budget Control Act, sequestration would be applied to fiscal year 2013 appropriations levels. Since those levels are still unknown, calculations in this report are based on fiscal year 2012 levels.

The report includes the impact of sequestration on job losses when available data make it possible to calculate those figures with confidence. When the report does not include job data for a particular program, it does not mean that sequestration would have no impact on employment; in most of these cases, jobs would be lost, but it is difficult statistically to measure the specific impact. Therefore, the actual number of jobs that are lost as a result of sequestration would be significantly higher than what is described in the report. In addition, this report highlights only a limited number of programs under the subcommittee's jurisdiction. Additional layoffs would also result from cutting many other subcommittee programs not highlighted in the report. Finally, the report estimates only the number of jobs that would be directly impacted by sequestration; it does not attempt to calculate the number of jobs that would be indirectly affected.

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(click on the program name or State to go directly to data)

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Department of Health and Human Services

The Department of Health and Human Services (HHS) is the principal federal agency for protecting the health of all Americans. Services provided by HHS include biomedical research, care and treatment of vulnerable populations, public health, human services, and many others.

In fiscal year 2012, this subcommittee appropriated over \$69.6 billion in discretionary funding to HHS, all of which would be subject to sequestration. This report analyzes the potential state-by-state impact of sequestration on 15 key HHS programs representing a combined \$20.1 billion, or 29 percent, of the department's discretionary funding. The total impact on each state would of course be much larger when other programs are taken into account.

Kathleen Sebelius, Secretary, Department of Health and Human Services

**Testifying before the Senate Labor, Health and Human Services, and Education Appropriations Subcommittee
March 7, 2012**

"If it were a close to 8 percent cut, we ... have about 17 million meals that would not be delivered to seniors relying on congregate meals and home delivery. The AIDS program would have to reduce its caseload by over 12,000 people who are currently receiving antiretroviral drugs.... NIH is 40 percent of our budget. They would take a huge hit.... So it would have a huge impact across our Department.... And as you know, these programs affect real people every day and are often life-and-death issues."

Head Start

Head Start provides competitive grants to local organizations to provide comprehensive early childhood services for low-income children and families. High-quality early childhood education has been proven to have lasting effects for children and families and save taxpayer dollars in the long run by reducing costs for welfare, special education, and criminal justice. This year, approximately 960,000 low-income children will be enrolled in Head Start programs across the country, representing less than 50 percent of eligible pre-school-aged children and only 4 percent of eligible infants and toddlers.

96,179

Fewer low-income children served

For more information on Head Start, click here: [Head Start](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Children Served	Head Start Jobs Lost
Alabama	\$126,116,169	\$9,837,061	1,584	330
Alaska	\$14,419,094	\$1,124,689	180	38
Arizona	\$122,132,816	\$9,526,360	1,517	316
Arkansas	\$75,414,696	\$5,882,346	949	198
California	\$961,007,656	\$74,958,597	11,902	2,480
Colorado	\$81,054,790	\$6,322,274	1,016	212
Connecticut	\$58,941,861	\$4,597,465	735	153
Delaware	\$15,390,494	\$1,200,459	194	40
District of Columbia	\$27,955,348	\$2,180,517	349	73
Florida	\$314,303,816	\$24,515,698	3,915	816
Georgia	\$199,225,857	\$15,539,617	2,486	518
Hawaii	\$25,675,399	\$2,002,681	320	67
Idaho	\$27,338,956	\$2,132,439	340	71
Illinois	\$315,321,673	\$24,595,090	3,948	823
Indiana	\$115,587,883	\$9,015,855	1,449	302
Iowa	\$59,455,800	\$4,637,552	747	156
Kansas	\$59,990,295	\$4,679,243	757	158
Kentucky	\$125,903,734	\$9,820,491	1,579	329
Louisiana	\$168,513,211	\$13,144,030	2,111	440
Maine	\$31,634,330	\$2,467,478	393	82
Maryland	\$89,677,330	\$6,994,832	1,117	233
Massachusetts	\$123,113,621	\$9,602,862	1,524	318
Michigan	\$268,517,307	\$20,944,350	3,364	701
Minnesota	\$84,052,860	\$6,556,123	1,055	220
Mississippi	\$180,887,414	\$14,109,218	2,287	477

	FY 12 Funding	FY 13 Sequester Cut	Fewer Children Served	Head Start Jobs Lost
Missouri	\$139,405,592	\$10,873,636	1,745	364
Montana	\$24,061,558	\$1,876,802	301	63
Nebraska	\$42,321,541	\$3,301,080	530	110
Nevada	\$30,055,175	\$2,344,304	371	77
New Hampshire	\$15,590,172	\$1,216,033	194	41
New Jersey	\$150,054,190	\$11,704,227	1,855	387
New Mexico	\$62,748,895	\$4,894,414	783	163
New York	\$495,549,593	\$38,652,868	6,119	1,275
North Carolina	\$172,280,427	\$13,437,873	2,146	447
North Dakota	\$20,123,364	\$1,569,622	251	52
Ohio	\$287,577,410	\$22,431,038	3,608	752
Oklahoma	\$97,976,084	\$7,642,135	1,236	258
Oregon	\$70,527,514	\$5,501,146	902	188
Pennsylvania	\$262,631,620	\$20,485,266	3,305	689
Puerto Rico	\$278,932,535	\$21,756,738	3,504	730
Rhode Island	\$25,123,227	\$1,959,612	312	65
South Carolina	\$99,522,604	\$7,762,763	1,246	260
South Dakota	\$21,673,818	\$1,690,558	272	57
Tennessee	\$137,557,725	\$10,729,503	1,717	358
Texas	\$561,394,575	\$43,788,777	7,022	1,463
Utah	\$45,256,053	\$3,529,972	567	118
Vermont	\$15,191,416	\$1,184,930	187	39
Virginia	\$115,652,122	\$9,020,866	1,444	301
Washington	\$117,831,024	\$9,190,820	1,456	303
West Virginia	\$58,385,484	\$4,554,068	734	153
Wisconsin	\$105,517,607	\$8,230,373	1,324	276
Wyoming	\$13,480,863	\$1,051,507	169	35
American Samoa	\$2,272,537	\$177,258	36	8
Guam	\$2,487,795	\$194,048	32	7
Northern Mariana Islands	\$1,758,940	\$137,197	23	5
Virgin Islands	\$9,454,227	\$737,430	117	24
Tribal	\$224,600,547	\$17,518,843	2,779	579
Migrant Program	\$327,409,528	\$25,537,943	4,054	845
Palau	\$1,409,343	\$109,929	20	4
Technical Assistance/Other	\$261,096,418	\$20,365,521		
Total	\$7,968,543,933	\$621,546,427	96,179	20,037

Child Care and Development Block Grant

The Child Care and Development Block Grant is allocated by formula to States to provide subsidies to low-income working families to help pay for child care and improve the quality of States' child care programs. High-quality early childhood care and education has been proven to have positive outcomes and reduce taxpayer costs in the long run. This year, approximately 1.5 million children and their working families will receive child care subsidies, representing only 18 percent of those eligible. These are families that are working, or in some cases looking for work, and depend on these subsidies to do so.

80,000

Fewer children served

For more information about Federal child care funding, click here: [Child Care](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer children served
Alabama	\$42,841,727	\$3,341,655	1,253
Alaska	\$4,533,086	\$353,581	215
Arizona	\$56,867,397	\$4,435,657	1,412
Arkansas	\$28,143,488	\$2,195,192	659
California	\$244,004,509	\$19,032,352	5,172
Colorado	\$28,442,448	\$2,218,511	781
Connecticut	\$14,940,222	\$1,165,337	421
Delaware	\$5,529,727	\$431,319	285
District of Columbia	\$2,962,184	\$231,050	84
Florida	\$121,009,572	\$9,438,747	4,634
Georgia	\$92,991,494	\$7,253,337	3,302
Hawaii	\$7,682,628	\$599,245	524
Idaho	\$14,244,639	\$1,111,082	332
Illinois	\$80,078,508	\$6,246,124	3,348
Indiana	\$52,761,493	\$4,115,396	1,651
Iowa	\$21,097,600	\$1,645,613	734
Kansas	\$21,639,826	\$1,687,906	968
Kentucky	\$39,580,516	\$3,087,280	1,445
Louisiana	\$42,490,869	\$3,314,288	1,978
Maine	\$7,791,183	\$607,712	108
Maryland	\$27,564,114	\$2,150,001	1,164
Massachusetts	\$27,066,102	\$2,111,156	1,174
Michigan	\$70,025,126	\$5,461,960	2,460
Minnesota	\$30,690,970	\$2,393,896	1,337
Mississippi	\$33,334,909	\$2,600,123	1,585
Missouri	\$44,384,770	\$3,462,012	1,791
Montana	\$6,771,331	\$528,164	229
Nebraska	\$13,438,942	\$1,048,237	599

Nevada	\$16,530,472	\$1,289,377	238
New Hampshire	\$5,353,209	\$417,550	243
New Jersey	\$40,080,473	\$3,126,277	1,796
New Mexico	\$20,077,317	\$1,566,031	1,085
New York	\$101,521,406	\$7,918,670	6,065
North Carolina	\$76,128,077	\$5,937,990	4,031
North Dakota	\$4,156,452	\$324,203	182
Ohio	\$80,388,630	\$6,270,313	2,076
Oklahoma	\$33,886,650	\$2,643,159	1,235
Oregon	\$26,225,420	\$2,045,583	1,062
Pennsylvania	\$69,645,391	\$5,432,340	4,522
Puerto Rico	\$32,512,899	\$2,536,006	575
Rhode Island	\$5,621,733	\$438,495	262
South Carolina	\$41,232,806	\$3,216,159	917
South Dakota	\$6,221,279	\$485,260	271
Tennessee	\$52,889,987	\$4,125,419	2,474
Texas	\$242,999,338	\$18,953,948	6,580
Utah	\$27,265,984	\$2,126,747	571
Vermont	\$3,203,680	\$249,887	206
Virginia	\$43,445,456	\$3,388,746	1,090
Washington	\$39,115,017	\$3,050,971	2,390
West Virginia	\$14,361,718	\$1,120,214	426
Wisconsin	\$36,035,227	\$2,810,748	940
Wyoming	\$2,981,813	\$232,581	234
American Samoa	\$3,001,982	\$234,155	28
Guam	\$4,295,676	\$335,063	37
Northern Mariana Islands	\$1,904,992	\$148,589	19
Virgin Islands	\$2,188,914	\$170,735	28
Native American set-aside	\$44,566,257	\$3,476,168	771
Technical Assistance	\$5,671,105	\$442,346	
Other	\$11,894,095	\$927,739	
Total	\$2,278,312,835	\$177,708,401	80,000

Maternal and Child Health Block grant

This block grant provides funding to States on a formula basis to target their most urgent maternal and child health needs, including prenatal care, well child services, infant mortality, injury and violence, oral healthcare, racial and ethnic disparities, and comprehensive care through clinics, home visits, and school-based health programs.

5 Million
Fewer families served

For more information on the Maternal and Child Health Block Grant, click here: [Maternal & Child Health Block Grant](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Women, Children, and Families Served
Alabama	\$11,460,552	\$893,923	29,046
Alaska	\$1,091,945	\$85,172	37,504
Arizona	\$6,808,014	\$531,025	102,178
Arkansas	\$6,937,391	\$541,116	107,366
California	\$41,389,219	\$3,228,359	396,019
Colorado	\$7,115,244	\$554,989	28,494
Connecticut	\$4,653,966	\$363,009	66,604
Delaware	\$1,940,853	\$151,387	2,843
District of Columbia	\$7,028,787	\$548,245	13,098
Florida	\$18,474,161	\$1,440,985	66,014
Georgia	\$15,881,443	\$1,238,753	78,728
Hawaii	\$2,229,697	\$173,916	12,463
Idaho	\$3,179,584	\$248,008	21,587
Illinois	\$21,193,206	\$1,653,070	306,343
Indiana	\$11,565,001	\$902,070	28,904
Iowa	\$6,442,068	\$502,481	25,694
Kansas	\$4,626,576	\$360,873	19,329
Kentucky	\$11,131,291	\$868,241	44,265
Louisiana	\$13,010,428	\$1,014,813	30,504
Maine	\$3,357,188	\$261,861	14,551
Maryland	\$11,798,448	\$920,279	54,877
Massachusetts	\$11,257,008	\$878,047	100,073
Michigan	\$18,486,757	\$1,441,967	462,933
Minnesota	\$8,939,248	\$697,261	14,239
Mississippi	\$9,509,272	\$741,723	28,437
Missouri	\$12,144,817	\$947,296	68,291
Montana	\$2,387,773	\$186,246	13,535
Nebraska	\$3,964,615	\$309,240	8,539

	FY 12 Funding	FY 13 Sequester Cut	Fewer Women, Children, and Families Served
Nevada	\$1,715,978	\$133,846	13,852
New Hampshire	\$1,976,851	\$154,194	17,411
New Jersey	\$11,433,939	\$891,847	68,852
New Mexico	\$4,221,223	\$329,255	23,033
New York	\$40,033,023	\$3,122,576	1,016,704
North Carolina	\$16,273,588	\$1,269,340	65,925
North Dakota	\$1,793,733	\$139,911	9,998
Ohio	\$21,670,282	\$1,690,282	341,153
Oklahoma	\$7,101,708	\$553,933	173,342
Oregon	\$6,092,388	\$475,206	256,239
Pennsylvania	\$23,928,485	\$1,866,422	95,342
Puerto Rico	\$15,662,727	\$1,221,693	28,063
Rhode Island	\$1,725,038	\$134,553	10,956
South Carolina	\$11,201,150	\$873,690	24,647
South Dakota	\$2,220,682	\$173,213	9,275
Tennessee	\$11,426,365	\$891,256	75,054
Texas	\$33,132,883	\$2,584,365	951,122
Utah	\$5,934,685	\$462,905	15,517
Vermont	\$1,676,345	\$130,755	25,964
Virginia	\$12,160,138	\$948,491	32,273
Washington	\$8,799,423	\$686,355	76,887
West Virginia	\$6,327,167	\$493,519	89,475
Wisconsin	\$10,659,233	\$831,420	18,952
Wyoming	\$1,236,266	\$96,429	25,917
American Samoa	\$486,420	\$37,941	896
Guam	\$751,249	\$58,597	4,683
Northern Mariana Islands	\$459,397	\$35,833	4,048
Virgin Islands	\$1,475,475	\$115,087	1,005
Marshall Islands	\$226,995	\$17,706	4,701
Micronesia	\$513,444	\$40,049	8,774
Palau	\$145,927	\$11,382	1,021
TOTAL	\$540,466,759	\$42,156,407	5,673,539

AIDS Drug Assistance Program

ADAP provides life-saving medications that treat HIV disease in people who are uninsured. Funding is allocated by formula to States, which can either buy the medications directly or pay premium costs for health insurance coverage that provides access to and monitoring of drug treatments. Research has shown that HIV medication reduces the amount of virus in a person’s blood stream, which reduces his or her ability to pass on the virus to others. Thus, a strong treatment program is essential to stopping the transmission of HIV and AIDS.

12,219
 Patients lose access to
 life-saving drugs

For more information on the AIDS Drug Assistance Program click here: [ADAP](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Patients on Life-Saving Assistance
Alabama	\$14,227,291	\$1,109,729	185
Alaska	\$809,434	\$63,136	11
Arizona	\$12,183,295	\$950,297	159
Arkansas	\$4,869,589	\$379,828	63
California	\$124,357,140	\$9,699,857	1,621
Colorado	\$11,721,327	\$914,264	153
Connecticut	\$10,972,770	\$855,876	143
Delaware	\$3,146,550	\$245,431	41
District of Columbia	\$15,234,729	\$1,188,309	199
Florida	\$105,949,179	\$8,264,036	1,381
Georgia	\$42,315,784	\$3,300,631	553
Hawaii	\$2,208,862	\$172,291	29
Idaho	\$1,247,995	\$97,344	16
Illinois	\$39,527,629	\$3,083,155	515
Indiana	\$8,388,581	\$654,309	109
Iowa	\$2,332,076	\$181,902	30
Kansas	\$2,450,805	\$191,163	32
Kentucky	\$7,241,722	\$564,854	94
Louisiana	\$20,407,188	\$1,591,761	266
Maine	\$1,019,181	\$79,496	13
Maryland	\$29,800,019	\$2,324,401	389
Massachusetts	\$15,045,733	\$1,173,567	196
Michigan	\$12,996,772	\$1,013,748	169
Minnesota	\$5,976,431	\$466,162	78
Mississippi	\$7,533,479	\$587,611	98
Missouri	\$10,245,688	\$799,164	134
Montana	\$806,772	\$62,928	11

	FY 12 Funding	FY 13 Sequester Cut	Fewer Patients on Life-Saving Assistance
Nebraska	\$2,505,306	\$195,414	33
Nevada	\$6,009,328	\$468,728	81
New Hampshire	\$1,014,766	\$79,152	13
New Jersey	\$39,308,960	\$3,066,099	512
New Mexico	\$2,257,390	\$176,076	29
New York	\$119,859,704	\$9,349,057	1,563
North Carolina	\$27,069,633	\$2,111,431	353
North Dakota	\$255,423	\$19,923	3
Ohio	\$16,705,054	\$1,302,994	218
Oklahoma	\$4,717,089	\$367,933	61
Oregon	\$4,968,716	\$387,560	65
Pennsylvania	\$30,114,428	\$2,348,925	393
Puerto Rico	\$23,189,437	\$1,808,776	302
Rhode Island	\$2,570,166	\$200,473	34
South Carolina	\$14,015,418	\$1,093,203	183
South Dakota	\$730,845	\$57,006	10
Tennessee	\$17,532,848	\$1,367,562	229
Texas	\$64,616,560	\$5,040,092	842
Utah	\$3,208,987	\$250,301	42
Vermont	\$392,356	\$30,604	5
Virginia	\$22,478,977	\$1,753,360	293
Washington	\$11,539,533	\$900,084	150
West Virginia	\$1,488,804	\$116,127	19
Wisconsin	\$5,337,323	\$416,311	70
Wyoming	\$226,847	\$17,694	3
American Samoa	\$2,663	\$208	0
Guam	\$86,530	\$6,749	1
Northern Mariana Islands	\$7,276	\$568	0
Virgin Islands	\$1,806,125	\$140,878	24
Marshall Islands	\$2,820	\$220	0
Republic of Palau	\$2,650	\$207	0
F. States Micronesia	\$8,186	\$639	0
Total	\$937,046,169	\$73,089,601	12,219

HIV Prevention and Testing

The Centers for Disease Control and Prevention provides grants to all State health departments and 7 urban health districts to prevent the spread of HIV. Grants are awarded by a formula that takes into account population and disease burden. States can use this funding for surveillance, testing, behavioral programs, and other scientifically proven activities. This report assumes States will choose to purchase fewer tests rather than close behavioral programs. Where municipalities are grantees, their funding and impact figures are shown separately from funds awarded to State health departments.

659,476

Fewer people tested for HIV

Currently, 1.1 million Americans are living with HIV; however, 20 percent of those infected are unaware of their HIV status. Making people aware of their HIV-positive status can motivate them to receive treatment and help reduce the risk that they will spread HIV.

For more information on HIV Prevention grants, click here: [HIV Prevention](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer People Tested for HIV
Alabama	\$3,302,581	\$257,601	6,440
Alaska	\$1,077,036	\$84,009	2,100
American Samoa	\$195,829	\$15,275	382
Arizona	\$3,711,339	\$289,484	7,237
Arkansas	\$1,672,521	\$130,457	3,261
Baltimore	\$3,107,563	\$242,390	6,060
California	\$17,504,189	\$1,365,327	34,133
Chicago	\$8,133,928	\$634,446	15,861
Philadelphia	\$7,280,576	\$567,885	14,197
Colorado	\$4,240,679	\$330,773	8,269
Commonwealth of the Northern Mariana Islands	\$264,000	\$20,592	515
Connecticut	\$5,454,822	\$425,476	10,637
Delaware	\$1,405,574	\$109,635	2,741
District of Columbia	\$6,479,212	\$505,379	12,634
Federated States of Micronesia	\$223,177	\$17,408	435
Florida	\$28,707,460	\$2,239,182	55,980
Fulton County	\$4,514,127	\$352,102	8,803
Georgia	\$6,910,211	\$538,996	13,475
Guam	\$374,092	\$29,179	729
Hawaii	\$1,510,475	\$117,817	2,945
Houston	\$7,115,040	\$554,973	13,874
Idaho	\$821,800	\$64,100	1,603
Illinois	\$3,714,830	\$289,757	7,244
Indiana	\$2,921,999	\$227,916	5,698
Iowa	\$1,223,831	\$95,459	2,386

	FY 12 Funding	FY 13 Sequester Cut	Fewer People Tested for HIV
Kansas	\$1,300,621	\$101,448	2,536
Kentucky	\$1,665,675	\$129,923	3,248
Los Angeles County	\$14,264,539	\$1,112,634	27,816
Louisiana	\$6,407,932	\$499,819	12,495
Maine	\$1,213,626	\$94,663	2,367
Maryland	\$8,787,185	\$685,400	17,135
Massachusetts	\$7,346,706	\$573,043	14,326
Michigan	\$6,296,938	\$491,161	12,279
Minnesota	\$2,546,896	\$198,658	4,966
Mississippi	\$2,816,120	\$219,657	5,491
Missouri	\$4,215,691	\$328,824	8,221
Montana	\$1,003,703	\$78,289	1,957
Nebraska	\$1,012,726	\$78,993	1,975
Nevada	\$2,452,681	\$191,309	4,783
New Hampshire	\$1,196,820	\$93,352	2,334
New Jersey	\$15,033,218	\$1,172,591	29,315
New Mexico	\$1,683,100	\$131,282	3,282
New York City	\$32,298,387	\$2,519,274	62,982
New York	\$22,229,164	\$1,733,875	43,347
North Carolina	\$6,819,608	\$531,929	13,298
North Dakota	\$710,257	\$55,400	1,385
Ohio	\$6,048,850	\$471,810	11,795
Oklahoma	\$1,958,549	\$152,767	3,819
Oregon	\$2,269,360	\$177,010	4,425
Pennsylvania	\$5,502,205	\$429,172	10,729
Puerto Rico	\$5,912,683	\$461,189	11,530
Republic of Palau	\$239,347	\$18,669	467
Republic of The Marshall Islands	\$158,999	\$12,402	310
Rhode Island	\$1,218,672	\$95,056	2,376
San Francisco	\$7,655,336	\$597,116	14,928
South Carolina	\$5,519,479	\$430,519	10,763
South Dakota	\$672,265	\$52,437	1,311
Tennessee	\$5,041,421	\$393,231	9,831
Texas	\$15,796,929	\$1,232,160	30,804
Utah	\$910,740	\$71,038	1,776
Vermont	\$1,097,967	\$85,641	2,141
Virgin Islands	\$629,949	\$49,136	1,228
Virginia	\$6,732,464	\$525,132	13,128
Washington	\$3,478,393	\$271,315	6,783
West Virginia	\$1,249,602	\$97,469	2,437
Wisconsin	\$2,163,675	\$168,767	4,219
Wyoming	\$767,270	\$59,847	1,496
Total	\$338,192,639	\$26,379,026	659,476

Breast and Cervical Cancer Screening

This program allocates grants to States to help low-income, uninsured, and underinsured women gain access to breast and cervical cancer screening and diagnostic services. Services include: clinical breast examinations; mammograms; pap tests; pelvic examinations; diagnostic testing if results are abnormal; and referrals to treatment.

33,816

Fewer women screened for breast and cervical cancer

For more information on the Breast & Cervical Cancer Screening program, click here: [Breast & Cervical Cancer Screening program](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Cancer Screenings for Women
Alabama	\$2,232,272	\$174,117	691
Alaska	\$3,037,037	\$236,889	940
Arizona	\$2,600,486	\$202,838	805
Arkansas	\$2,365,779	\$184,531	732
California	\$6,878,103	\$536,492	2,129
Colorado	\$3,681,532	\$287,159	1,140
Connecticut	\$1,192,129	\$92,986	369
Delaware	\$1,049,867	\$81,890	325
District of Columbia	\$510,020	\$39,782	158
Florida	\$4,800,000	\$374,400	1,486
Georgia	\$4,130,000	\$322,140	1,278
Hawaii	\$1,134,616	\$88,500	351
Idaho	\$2,660,235	\$207,498	823
Illinois	\$1,777,813	\$138,669	550
Indiana	\$6,315,920	\$492,642	1,955
Iowa	\$2,000,000	\$156,000	619
Kansas	\$2,269,995	\$177,060	703
Kentucky	\$2,680,066	\$209,045	830
Louisiana	\$1,693,558	\$132,098	524
Maine	\$2,266,695	\$176,802	702
Maryland	\$4,538,523	\$354,005	1,405
Massachusetts	\$1,692,904	\$132,047	524
Michigan	\$8,693,584	\$678,100	2,691
Minnesota	\$4,409,466	\$343,938	1,365
Mississippi	\$2,905,217	\$226,607	899
Missouri	\$2,111,748	\$164,716	654
Montana	\$2,167,744	\$169,084	671
Nebraska	\$3,307,063	\$257,951	1,024
Nevada	\$1,362,021	\$106,238	422
New Hampshire	\$2,793,001	\$217,854	865
New Jersey	\$1,484,330	\$115,778	459

	FY 12 Funding	FY 13 Sequester Cut	Fewer Cancer Screenings for Women
New Mexico	\$2,787,555	\$217,429	863
New York	\$3,271,548	\$255,181	1,013
North Carolina	\$2,357,718	\$183,902	730
North Dakota	\$8,269,773	\$645,042	2,560
Ohio	\$4,197,806	\$327,429	1,299
Oklahoma	\$1,241,041	\$96,801	384
Oregon	\$2,182,532	\$170,237	676
Pennsylvania	\$2,585,219	\$201,647	800
Puerto Rico	\$330,000	\$25,740	102
Rhode Island	\$1,544,551	\$120,475	478
South Carolina	\$3,092,870	\$241,244	957
South Dakota	\$811,951	\$63,332	251
Tennessee	\$1,197,505	\$93,405	371
Texas	\$6,467,652	\$504,477	2,002
Utah	\$2,244,920	\$175,104	695
Vermont	\$2,578,483	\$201,122	798
Virginia	\$997,700	\$77,821	309
Washington	\$4,432,050	\$345,700	1,372
West Virginia	\$3,125,115	\$243,759	967
Wisconsin	\$4,050,607	\$315,947	1,254
Wyoming	\$683,359	\$53,302	212
American Samoa	\$238,433	\$18,598	74
Guam	\$392,840	\$30,642	122
Northern Mariana Islands	\$242,796	\$18,938	75
Palau	\$561,725	\$43,815	174
Arctic Slope Native Association	\$561,519	\$43,798	174
Cherokee Nation	\$846,660	\$66,039	262
Cheyenne River Sioux Tribe	\$409,708	\$31,957	127
Hopi Tribe	\$516,917	\$40,320	160
Kaw Nation	\$369,358	\$28,810	114
Navaho Nation	\$871,458	\$67,974	270
Native American Rehabilitation Association	\$488,163	\$38,077	151
Southeast Alaska Regional Health	\$670,000	\$52,260	207
Southcentral Foundation	\$1,322,326	\$103,141	409
South Puget Sioux tribe	\$508,752	\$39,683	157
Yukon-Kuskokwim Health Corp.	\$615,000	\$47,970	190
TOTAL	\$157,807,333	\$12,308,972	48,845

Childhood Immunization Grants

This funding is allocated by formula to States to purchase vaccines for uninsured children, monitor vaccine-related adverse events, and support the distribution of vaccines to providers that serve poor and uninsured children.

211,958

Fewer children vaccinated

These estimates assume that States would follow the historic purchasing priorities of the Section 317 Immunization program: vaccines for pertussis (Tdap), measles and mumps (MMR), influenza and Hepatitis B.

For more information, click here: [Childhood Immunization Grants](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Children Receiving Vaccinations
Alabama	\$2,888,000	\$225,264	3,297
Alaska	\$1,918,000	\$149,604	2,190
Arizona	\$3,514,000	\$274,092	4,012
Arkansas	\$1,563,000	\$121,914	1,784
California	\$21,604,000	\$1,685,112	24,665
Colorado	\$3,063,000	\$238,914	3,497
Connecticut	\$2,147,000	\$167,466	2,451
Delaware	\$513,000	\$40,014	586
District of Columbia	\$502,000	\$39,156	573
Florida	\$10,186,000	\$794,508	11,629
Georgia	\$5,712,000	\$445,536	6,521
Hawaii	\$1,032,000	\$80,496	1,178
Idaho	\$1,211,000	\$94,458	1,383
Illinois	\$7,144,000	\$557,232	8,156
Indiana	\$3,786,000	\$295,308	4,322
Iowa	\$1,800,000	\$140,400	2,055
Kansas	\$1,697,000	\$132,366	1,937
Kentucky	\$1,838,000	\$143,364	2,098
Louisiana	\$2,368,000	\$184,704	2,704
Maine	\$1,013,000	\$79,014	1,157
Maryland	\$2,806,000	\$218,868	3,204
Massachusetts	\$4,023,000	\$313,794	4,593
Michigan	\$6,011,000	\$468,858	6,863
Minnesota	\$3,226,000	\$251,628	3,683
Mississippi	\$1,595,000	\$124,410	1,821
Missouri	\$3,418,000	\$266,604	3,902
Montana	\$574,000	\$44,772	655
Nebraska	\$1,043,000	\$81,354	1,191
Nevada	\$1,568,000	\$122,304	1,790

	FY 12 Funding	FY 13 Sequester Cut	Fewer Children Receiving Vaccinations
New Hampshire	\$927,000	\$72,306	1,058
New Jersey	\$5,367,000	\$418,626	6,127
New Mexico	\$1,074,000	\$83,772	1,226
New York	\$9,803,000	\$764,634	11,192
North Carolina	\$4,853,000	\$378,534	5,541
North Dakota	\$1,033,000	\$80,574	1,179
Ohio	\$6,885,000	\$537,030	7,861
Oklahoma	\$2,041,000	\$159,198	2,330
Oregon	\$2,281,000	\$177,918	2,604
Pennsylvania	\$7,213,000	\$562,614	8,235
Puerto Rico	\$2,204,000	\$171,912	2,516
Rhode Island	\$723,000	\$56,394	825
South Carolina	\$2,546,000	\$198,588	2,907
South Dakota	\$1,295,000	\$101,010	1,478
Tennessee	\$3,538,000	\$275,964	4,039
Texas	\$13,297,000	\$1,037,166	15,181
Utah	\$1,686,000	\$131,508	1,925
Vermont	\$1,040,000	\$81,120	1,187
Virgin Islands	\$60,000	\$4,680	69
Virginia	\$4,819,000	\$375,882	5,502
Washington	\$3,899,000	\$304,122	4,451
West Virginia	\$1,037,800	\$80,948	1,185
Wisconsin	\$3,469,000	\$270,582	3,961
Wyoming	\$319,000	\$24,882	364
American Samoa	\$90,000	\$7,020	103
Guam	\$475,000	\$37,050	542
Marshall Islands	\$1,323,000	\$103,194	1,510
Micronesia	\$2,161,000	\$168,558	2,467
N Mariana Island	\$178,000	\$13,884	203
Republic Of Palau	\$254,000	\$19,812	290
TOTAL	\$185,653,800	\$14,480,996	211,958

Public Health Emergency Preparedness Grants

These grants are allocated to States by formula to upgrade their ability to respond to a range of public health threats, including infectious diseases, natural disasters, explosions, and biological, chemical, nuclear, and radiological events.

Since 2005, these grants have been used to respond to

7,845

Emergencies nationwide

For more information, click here: [PHEP](#)

	FY 12 Funding	FY 13 Sequester Cut
Alabama	\$9,103,210	\$722,385
Alaska	\$4,197,971	\$276,861
American Samoa	\$380,333	\$10,040
Arizona	\$11,931,236	\$966,057
Arkansas	\$6,741,223	\$440,697
California	\$42,839,937	\$4,146,439
Chicago	\$9,847,147	\$416,018
Colorado	\$9,810,527	\$760,087
Connecticut	\$7,916,637	\$540,171
Delaware	\$4,409,756	\$135,709
District of Columbia	\$6,336,749	\$90,941
Florida	\$29,547,908	\$2,841,533
Georgia	\$16,224,868	\$1,464,142
Guam	\$518,712	\$27,335
Hawaii	\$4,918,135	\$205,589
Idaho	\$5,072,309	\$236,916
Illinois	\$17,315,437	\$1,531,758
Indiana	\$11,641,890	\$979,929
Iowa	\$6,888,712	\$460,410
Kansas	\$6,871,271	\$431,206
Kentucky	\$8,664,857	\$655,829
Los Angeles	\$20,059,493	\$1,515,329
Louisiana	\$9,046,664	\$685,151
Maine	\$4,775,927	\$200,762
Marshall Islands	\$379,640	\$9,953
Maryland	\$11,447,761	\$872,586
Massachusetts	\$13,215,674	\$989,575
Michigan	\$17,122,558	\$1,493,763
Micronesia	\$429,576	\$16,194
Minnesota	\$11,303,489	\$801,608
Mississippi	\$6,826,045	\$448,462
Missouri	\$11,189,315	\$905,136
Montana	\$4,366,055	\$149,535

	FY 13	
	FY 12 Funding	Sequester Cut
Nebraska	\$5,421,224	\$276,024
Nevada	\$6,824,877	\$408,147
New Hampshire	\$4,881,449	\$198,965
New Jersey	\$16,033,232	\$1,328,762
New Mexico	\$6,716,529	\$311,214
New York	\$19,926,605	\$1,693,159
New York City	\$18,657,853	\$1,261,688
North Carolina	\$14,976,630	\$1,441,144
North Dakota	\$4,197,971	\$316,689
Northern Marianas Islands	\$358,428	\$7,303
Ohio	\$18,538,073	\$1,743,568
Oklahoma	\$7,895,438	\$566,960
Oregon	\$8,145,629	\$579,009
Palau	\$325,248	\$3,156
Pennsylvania	\$20,201,109	\$1,919,773
Puerto Rico	\$7,505,428	\$563,096
Rhode Island	\$4,574,482	\$159,080
South Carolina	\$9,764,874	\$699,054
South Dakota	\$4,197,971	\$166,871
Tennessee	\$11,424,097	\$959,118
Texas	\$37,551,857	\$3,800,371
Utah	\$6,664,430	\$417,719
Vermont	\$4,197,971	\$343,133
Virgin Islands (US)	\$432,716	\$16,587
Virginia	\$15,098,787	\$1,209,234
Washington	\$12,242,591	\$1,016,312
West Virginia	\$5,425,674	\$280,052
Wisconsin	\$11,727,640	\$859,502
Wyoming	\$4,197,971	\$343,133
TOTAL	\$619,447,806	\$48,316,929

National Institutes of Health

NIH is the world's preeminent medical research agency, supporting scientific studies that turn discovery into health. In fiscal year 2011, NIH-funded research supported an estimated 432,000 jobs across the United States. The indirect benefits of this investment are profound. It has been estimated that every \$1 of NIH funding generates about \$2.21 in local economic growth. NIH research also serves as a foundation for the medical innovation sector, which employs 1 million U.S. citizens.

Because most NIH research grants are awarded competitively, the State-by-State impact of sequestration cannot be predicted precisely. But all 50 States would be expected to suffer from an across-the-board cut. The total cut to NIH would be \$2.4 billion, allocated across the NIH Institutes and Centers. The National Cancer Institute alone would be cut by \$396 million. But dollars tell only part of the story. OMB has estimated that if sequestration went into effect, NIH would issue about 700 fewer grants to medical researchers in fiscal year 2013 than it will award this year. That means 700 fewer opportunities to pursue scientific opportunities that could lead to medical treatments and cures.

700

Fewer research grants

For more information on NIH, click here: [NIH](#)

Dr. Francis Collins, Director of the NIH, described the impact of sequestration while testifying before the Senate Labor, Health and Human Services, and Education Appropriations Subcommittee on March 28, 2012:

“[Sequestration] would be devastating for many investigators who are seeking to continue programs that they have had funded in the past and are back for their competing renewal or who are starting things that are entirely new. And I think the burden would hit particularly heavily upon first-time investigators who are seeking to get their programs up and going...This would have across-the-board implications in terms of both basic and clinical science. We would, of course, attempt to try to prioritize those things that are most critical. But there's no question that such things as an influenza vaccine ... would be slowed down; that efforts in cancer research would be slowed down; that [in] the Common Fund, also a component of the NIH budget where we have a lot of our venture capital space, we would not be able to start new programs, such as one focused on how to bring together cell-phone technology and prevention in health, which is a very exciting new area. All of those things would be put at great risk by this kind of outcome.”

	FY 12 Funding	FY 13 Sequester Cut
National Cancer Institute	\$5,072,183	\$395,630
National Heart, Lung, and Blood Institute	\$3,079,021	\$240,164
National Institute of Dental and Craniofacial Research	\$410,710	\$32,035

	FY 12 Funding	FY 13 Sequester Cut
National Institute of Diabetes and Digestive and Kidney Diseases	\$1,797,044	\$140,169
National Institute of Neurological Disorders and Stroke	\$1,626,365	\$126,856
National Institute of Allergy and Infectious Diseases	\$4,490,711	\$350,275
National Institute of General Medical Sciences	\$2,430,036	\$189,543
National Institute of Child Health and Human Development	\$1,321,398	\$103,069
National Eye Institute	\$702,712	\$54,812
National Institute of Environmental Health Sciences	\$685,570	\$53,474
National Institute on Aging	\$1,103,441	\$86,068
National Institute of Arthritis and Musculoskeletal and Skin Diseases	\$535,786	\$41,791
National Institute on Deafness and Other Communication Disorders	\$416,273	\$32,469
National Institute of Mental Health	\$1,480,265	\$115,461
National Institute on Drug Abuse	\$1,053,367	\$82,163
National Institute on Alcohol Abuse and Alcoholism	\$459,519	\$35,842
National Institute of Nursing Research	\$144,769	\$11,292
National Human Genome Research Institute	\$512,873	\$40,004
National Institute of Biomedical Imaging and Bioengineering	\$338,357	\$26,392
National Institute on Minority Health and Health Disparities	\$276,440	\$21,562
National Center for Complementary and Alternative Medicine	\$128,057	\$9,988
National Center for Advancing Translational Sciences	\$575,366	\$44,879
John E. Fogarty International Center	\$69,622	\$5,431
National Library of Medicine	\$337,639	\$26,336
Office of the Director, NIH	\$1,459,117	\$113,811
Buildings and Facilities	\$125,344	\$9,777
Total	\$30,710,913	\$2,395,451

Survey and Certification of Health Care and Long-Term Care Facilities

This program provides funding to States to conduct routine inspections of healthcare and long-term care facilities to support their certification and licensing. Federal law requires that nursing homes be inspected every 15 months, home health agencies every 3 years. This program also pays for routine inspections of labs, hospitals, transplant centers, hospices, ambulatory surgical centers, and outpatient rehabilitation clinics.

30 Years

Length of time between inspections of transplant and ambulatory surgical centers. These centers are currently inspected every 3-4 years.

	FY 12 Funding	FY 13 Sequester Cut
Alabama	\$5,130,748	\$400,198
Alaska	\$934,756	\$72,911
Arizona	\$4,052,915	\$316,127
Arkansas	\$5,367,433	\$418,660
California	\$42,635,006	\$3,325,530
Colorado	\$5,547,917	\$432,738
Connecticut	\$6,407,982	\$499,823
Delaware	\$1,024,656	\$79,923
District of Columbia	\$1,201,179	\$93,692
Florida	\$12,281,411	\$957,950
Georgia	\$6,272,498	\$489,255
Hawaii	\$1,200,886	\$93,669
Idaho	\$1,845,704	\$143,965
Illinois	\$15,731,423	\$1,227,051
Indiana	\$6,848,082	\$534,150
Iowa	\$5,505,864	\$429,457
Kansas	\$4,685,833	\$365,495
Kentucky	\$4,886,254	\$381,128
Louisiana	\$6,232,351	\$486,123
Maine	\$2,581,376	\$201,347
Maryland	\$3,976,327	\$310,154
Massachusetts	\$9,179,358	\$715,990
Michigan	\$11,701,483	\$912,716
Minnesota	\$8,824,207	\$688,288
Mississippi	\$2,346,837	\$183,053
Missouri	\$11,164,056	\$870,796
Montana	\$2,023,982	\$157,871
Nebraska	\$2,965,847	\$231,336
Nevada	\$2,167,428	\$169,059
New Hampshire	\$1,274,105	\$99,380
New Jersey	\$7,861,137	\$613,169
New Mexico	\$2,367,957	\$184,701
New York	\$18,435,063	\$1,437,935
North Carolina	\$8,166,412	\$636,980

	FY 12	FY 13
	Funding	Sequester Cut
North Dakota	\$1,614,911	\$125,963
Ohio	\$16,101,293	\$1,255,901
Oklahoma	\$5,563,543	\$433,956
Oregon	\$3,774,504	\$294,411
Pennsylvania	\$10,212,671	\$796,588
Puerto Rico	\$601,992	\$46,955
Rhode Island	\$2,035,051	\$158,734
South Carolina	\$2,558,304	\$199,548
South Dakota	\$1,561,207	\$121,774
Tennessee	\$4,393,836	\$342,719
Texas	\$35,066,008	\$2,735,149
Utah	\$2,169,360	\$169,210
Vermont	\$1,295,344	\$101,037
Virginia	\$4,748,591	\$370,390
Washington	\$7,300,491	\$569,438
West Virginia	\$3,029,975	\$236,338
Wisconsin	\$7,124,160	\$555,684
Wyoming	\$1,141,670	\$89,050
TOTAL	\$343,121,384	\$26,763,468

Low Income Home Energy Assistance Program

The Low Income Home Energy Assistance Program (LIHEAP) is allocated by formula to States to provide home heating and cooling assistance to low-income individuals and families. Households receiving assistance are those most vulnerable to extreme heat or cold. Approximately 39 percent have a senior over age 60; 44 percent have a household member who is disabled; and 45 percent have at least one child.

\$270,790,425

Less funding available for home heating and cooling assistance

For more information about LIHEAP, click here: [LIHEAP](#)

	FY 12 Funding	FY 13 Sequester Cut
Alabama	\$47,081,144	\$2,289,831
Alaska	\$10,641,099	\$878,293
Arizona	\$21,904,148	\$1,008,442
Arkansas	\$28,537,364	\$1,759,363
California	\$153,259,035	\$12,264,177
Colorado	\$47,308,286	\$4,312,838
Connecticut	\$79,531,964	\$5,626,249
Delaware	\$11,956,809	\$746,778
District of Columbia	\$10,687,141	\$882,093
Florida	\$78,019,715	\$3,591,942
Georgia	\$61,702,366	\$2,840,710
Hawaii	\$6,107,011	\$290,491
Idaho	\$19,577,889	\$1,615,915
Illinois	\$185,683,819	\$15,572,488
Indiana	\$79,998,845	\$7,050,784
Iowa	\$54,812,821	\$4,996,985
Kansas	\$32,118,334	\$2,294,840
Kentucky	\$46,423,070	\$3,669,204
Louisiana	\$43,421,576	\$2,357,230
Maine	\$38,520,365	\$3,511,692
Maryland	\$69,790,309	\$4,307,948
Massachusetts	\$132,678,036	\$11,249,861
Michigan	\$172,428,540	\$14,740,292
Minnesota	\$116,838,721	\$10,651,548
Mississippi	\$31,530,677	\$1,973,039
Missouri	\$68,231,128	\$6,220,260
Montana	\$19,915,857	\$1,643,809
Nebraska	\$30,207,576	\$2,494,750
Nevada	\$11,202,561	\$515,754
New Hampshire	\$26,055,007	\$2,150,521
New Jersey	\$136,745,901	\$10,447,925

	FY 12 Funding	FY 13 Sequester Cut
New Mexico	\$15,715,158	\$1,297,094
New York	\$375,509,667	\$34,095,887
North Carolina	\$81,534,565	\$4,993,614
North Dakota	\$20,554,636	\$1,696,533
Ohio	\$165,463,488	\$13,776,192
Oklahoma	\$32,787,515	\$1,926,885
Oregon	\$36,012,085	\$3,319,234
Pennsylvania	\$209,548,185	\$18,324,280
Puerto Rico	\$4,196,331	\$327,314
Rhode Island	\$23,175,439	\$1,847,283
South Carolina	\$36,269,889	\$1,831,201
South Dakota	\$17,507,368	\$1,445,017
Tennessee	\$55,405,327	\$3,716,826
Texas	\$129,832,056	\$5,977,324
Utah	\$24,100,402	\$1,994,144
Vermont	\$19,529,156	\$1,611,893
Virginia	\$80,436,332	\$5,247,562
Washington	\$57,967,554	\$5,285,361
West Virginia	\$29,699,517	\$2,451,331
Wisconsin	\$105,171,626	\$9,587,923
Wyoming	\$9,501,674	\$783,427
American Samoa	\$77,107	\$6,015
Guam	\$169,052	\$13,186
Northern Mariana Islands	\$58,717	\$4,580
Virgin Islands	\$159,857	\$12,468
Native American set-aside	\$38,428,998	\$2,926,221
Training and Technical Assistance	\$2,994,330	\$233,558
Discretionary Funds	\$26,948,970	\$2,102,020
Total	\$3,471,672,115	\$270,790,425

Community Services Block Grant

The Community Services Block Grant (CSBG) is allocated by formula to States to provide a variety of important services to low-income individuals and families. The vast majority of funds go to the 1,100 community action agencies across the country that serve as a central source of assistance for low-income populations. The CSBG is often described as the glue that holds the safety net together at the local level because it provides a critical flexible funding source for local organizations to meet the needs of their local communities.

1.5 million

Fewer low-income individuals served

For more information on the Community Services Block Grant, click here: [CSBG](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Low- Income Individuals Served
Alabama	\$12,363,601	\$964,361	27,057
Alaska	\$2,630,144	\$205,151	1,271
Arizona	\$5,504,936	\$429,385	16,598
Arkansas	\$9,167,693	\$715,080	17,957
California	\$60,113,871	\$4,688,882	261,521
Colorado	\$5,856,056	\$456,772	13,700
Connecticut	\$8,132,631	\$634,345	34,063
Delaware	\$3,561,406	\$277,790	822
District of Columbia	\$11,077,094	\$864,013	7,707
Florida	\$19,595,462	\$1,528,446	55,802
Georgia	\$18,136,089	\$1,414,615	29,598
Hawaii	\$3,561,406	\$277,790	3,525
Idaho	\$3,522,847	\$274,782	17,997
Illinois	\$31,849,056	\$2,484,226	77,206
Indiana	\$9,817,018	\$765,727	55,501
Iowa	\$7,296,867	\$569,156	28,501
Kansas	\$5,503,188	\$429,249	5,845
Kentucky	\$11,366,397	\$886,579	39,373
Louisiana	\$15,828,093	\$1,234,591	25,513
Maine	\$3,554,397	\$277,243	16,847
Maryland	\$9,251,270	\$721,599	22,439
Massachusetts	\$16,798,721	\$1,310,300	55,560
Michigan	\$24,841,427	\$1,937,631	40,675
Minnesota	\$8,113,344	\$632,841	55,984
Mississippi	\$10,723,501	\$836,433	10,266
Missouri	\$18,656,835	\$1,455,233	12,773
Montana	\$3,272,842	\$255,282	8,896
Nebraska	\$4,699,568	\$366,566	9,204

	FY 12 Funding	FY 13 Sequester Cut	Fewer Low- Income Individuals Served
Nevada	\$3,561,406	\$277,790	2,018
New Hampshire	\$3,561,406	\$277,790	9,551
New Jersey	\$18,447,769	\$1,438,926	24,668
New Mexico	\$3,696,732	\$288,345	9,179
New York	\$58,516,371	\$4,564,277	38,905
North Carolina	\$17,678,537	\$1,378,926	9,166
North Dakota	\$3,257,579	\$254,091	1,936
Ohio	\$26,281,578	\$2,049,963	67,152
Oklahoma	\$8,062,881	\$628,905	10,597
Oregon	\$5,375,818	\$419,314	48,702
Pennsylvania	\$28,544,571	\$2,226,477	43,889
Puerto Rico	\$28,403,134	\$2,215,444	2,765
Rhode Island	\$3,727,051	\$290,710	11,512
South Carolina	\$10,359,538	\$808,044	17,072
South Dakota	\$2,928,123	\$228,394	4,331
Tennessee	\$13,282,226	\$1,036,014	41,226
Texas	\$32,435,360	\$2,529,958	58,944
Utah	\$3,480,348	\$271,467	18,564
Vermont	\$3,561,406	\$277,790	5,097
Virginia	\$10,794,220	\$841,949	18,202
Washington	\$7,989,634	\$623,191	60,452
West Virginia	\$7,547,596	\$588,712	9,773
Wisconsin	\$8,203,350	\$639,861	29,553
Wyoming	\$3,561,406	\$277,790	4,547
American Samoa	\$925,849	\$72,216	0
Guam	\$876,245	\$68,347	0
Northern Mariana Islands	\$548,925	\$42,816	0
Virgin Islands	\$1,210,387	\$94,410	0
Native American set-aside	\$5,057,945	\$394,520	0
Technical Assistance	\$8,267,616	\$645,455	0
Other	\$2,417,233	\$188,544	0
Total	\$677,358,000	\$52,834,505	1,500,000

Family Violence Prevention and Services

The Family Violence and Prevention Services program provides grants to local organizations to prevent domestic violence and provide emergency shelter and related services to victims of domestic violence. According to a 2011 survey, on any given day approximately 67,000 domestic violence victims receive assistance through these programs but an additional 10,000, including 6,700 requesting emergency or transitional housing, are turned away because of a lack of resources.

112,190

Domestic violence victims not served

For more information on Family Violence Prevention and Services programs, click here: [FVPSA](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Domestic Violence Victims Served	Fewer Local Crisis Calls Answered
Alabama	\$381,901	\$29,788	879	680
Alaska	\$965,349	\$75,297	731	938
Arizona	\$2,037,454	\$158,921	508	765
Arkansas	\$1,381,543	\$107,760	705	328
California	\$7,860,844	\$613,146	7,184	8,680
Colorado	\$1,780,301	\$138,863	2,766	4,974
Connecticut	\$1,505,736	\$117,447	1,533	1,385
Delaware	\$1,000,767	\$78,060	69	124
District of Columbia	\$944,874	\$73,700	24	0
Florida	\$4,378,984	\$341,561	4,436	8,163
Georgia	\$2,659,313	\$207,426	3,668	5,565
Hawaii	\$1,088,011	\$84,865	127	406
Idaho	\$1,127,124	\$87,916	1,923	817
Illinois	\$3,252,367	\$253,685	4,475	13,579
Indiana	\$2,054,773	\$160,272	2,568	5,336
Iowa	\$1,406,156	\$109,680	2,223	4,823
Kansas	\$1,369,693	\$106,836	1,347	1,837
Kentucky	\$1,650,136	\$128,711	2,518	2,267
Louisiana	\$1,686,743	\$131,566	1,478	3,650
Maine	\$1,081,985	\$84,395	1,038	2,538
Maryland	\$1,920,755	\$149,819	1,252	3,475
Massachusetts	\$2,066,817	\$161,212	71	883
Michigan	\$2,696,294	\$210,311	3,261	7,002
Minnesota	\$1,832,140	\$142,907	1,002	10,975
Mississippi	\$1,391,238	\$108,517	3,230	2,748
Missouri	\$1,961,394	\$152,989	274	6,624
Montana	\$1,018,028	\$79,406	826	1,814
Nebraska	\$1,175,949	\$91,724	2,003	3,872

	FY 12 Funding	FY 13 Sequester Cut	Fewer Domestic Violence Victims Served	Fewer Local Crisis Calls Answered
Nevada	\$1,340,905	\$104,591	505	84
New Hampshire	\$1,079,741	\$84,220	877	713
New Jersey	\$2,490,291	\$194,243	2,248	6,680
New Mexico	\$1,219,884	\$95,151	447	1,083
New York	\$4,487,820	\$350,050	10,954	15,374
North Carolina	\$2,630,600	\$205,187	4,715	6,990
North Dakota	\$958,246	\$74,743	442	289
Ohio	\$3,008,176	\$234,638	4,053	7,033
Oklahoma	\$1,539,183	\$120,056	948	1,207
Oregon	\$1,554,226	\$121,230	2,405	14,323
Pennsylvania	\$3,228,167	\$251,797	7,513	11,294
Puerto Rico	\$1,534,359	\$119,680	240	197
Rhode Island	\$1,029,945	\$80,336	887	1,209
South Carolina	\$1,704,101	\$132,920	1,756	2,258
South Dakota	\$984,963	\$76,827	790	1,229
Tennessee	\$2,028,791	\$158,246	2,524	3,355
Texas	\$5,576,091	\$434,935	6,413	18,057
Utah	\$1,352,856	\$105,523	234	2,570
Vermont	\$949,406	\$74,054	800	731
Virginia	\$2,341,060	\$182,603	1,879	2,753
Washington	\$2,100,198	\$163,815	1,259	3,764
West Virginia	\$1,180,978	\$92,116	1,502	539
Wisconsin	\$1,904,421	\$148,545	2,963	7,336
Wyoming	\$937,686	\$73,140	456	4,846
Total States	\$100,838,763	\$7,865,424	108,929	218,162
American Samoa	\$360,881	\$28,149		
Guam	\$360,881	\$28,149		
Northern Mariana Islands	\$360,881	\$28,149		
Virgin Islands	\$360,881	\$28,149		
Total Territories	\$1,443,524	\$112,595		
Total Tribal Set-Aside	\$12,954,669	\$1,010,464	3,261	12,515
Total	\$115,236,956	\$8,988,483	112,190	230,677

Substance Abuse Prevention and Treatment

The Substance Abuse Prevention and Treatment Block Grant provides formula-based grants to States for the provision of treatment and recovery support services for individuals and families affected by alcohol and drug addiction. In fiscal year 2011, this program funded approximately 2.1 million admissions to substance abuse treatment programs. Research has found that every \$1 spent on quality treatment can deliver a return of \$12 or more in reduced substance-related crime and criminal justice and health care costs.

169,375

Fewer admissions to substance abuse treatment

For more information on the Substance Abuse Prevention and Treatment Block Grant, click here: [Substance Abuse Prevention and Treatment](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer admissions to Substance Abuse programs
Alabama	\$23,669,104	\$1,846,190	1,694
Alaska	\$4,903,771	\$382,494	649
Arizona	\$37,009,944	\$2,886,776	7,606
Arkansas	\$13,234,062	\$1,032,257	592
California	\$248,892,428	\$19,413,608	14,919
Colorado	\$26,103,262	\$2,036,054	4,256
Connecticut	\$16,883,413	\$1,316,906	2,914
Delaware	\$6,670,567	\$520,304	517
District of Columbia	\$6,670,567	\$520,304	472
Florida	\$99,581,639	\$7,767,368	15,906
Georgia	\$50,140,789	\$3,910,982	4,033
Hawaii	\$7,576,229	\$590,946	370
Idaho	\$6,855,073	\$534,696	1,204
Illinois	\$69,343,892	\$5,408,824	8,029
Indiana	\$33,055,561	\$2,578,334	2,180
Iowa	\$13,422,031	\$1,046,918	4,677
Kansas	\$12,198,382	\$951,474	1,659
Kentucky	\$20,508,321	\$1,599,649	1,800
Louisiana	\$25,654,671	\$2,001,064	2,230
Maine	\$6,670,567	\$520,304	1,369
Maryland	\$31,737,430	\$2,475,520	3,560
Massachusetts	\$34,073,216	\$2,657,711	5,557
Michigan	\$57,459,952	\$4,481,876	5,056
Minnesota	\$24,707,075	\$1,927,152	2,536
Red Lake Indians	\$608,939	\$47,497	13
Mississippi	\$14,150,075	\$1,103,706	1,499

	FY 12 Funding	FY 13 Sequester Cut	Fewer admissions to Substance Abuse programs
Missouri	\$25,960,043	\$2,024,883	3,313
Montana	\$6,670,567	\$520,304	788
Nebraska	\$7,833,059	\$610,979	1,644
Nevada	\$13,745,028	\$1,072,112	868
New Hampshire	\$6,670,567	\$520,304	429
New Jersey	\$46,585,408	\$3,633,662	4,484
New Mexico	\$8,909,981	\$694,979	398
New York	\$114,637,337	\$8,941,712	9,449
North Carolina	\$39,601,511	\$3,088,918	4,843
North Dakota	\$5,440,418	\$424,353	502
Ohio	\$66,155,781	\$5,160,151	7,190
Oklahoma	\$17,579,842	\$1,371,228	1,899
Oregon	\$17,801,059	\$1,388,483	5,858
Pennsylvania	\$58,639,671	\$4,573,894	5,013
Puerto Rico	\$22,030,073	\$1,755,678	2,202
Rhode Island	\$6,670,567	\$520,304	549
South Carolina	\$20,457,841	\$1,595,712	2,663
South Dakota	\$5,030,871	\$392,408	1,530
Tennessee	\$29,522,772	\$2,302,776	926
Texas	\$134,956,016	\$10,526,569	4,893
Utah	\$17,005,006	\$1,326,390	1,135
Vermont	\$5,379,071	\$419,568	746
Virginia	\$42,761,980	\$3,335,434	2,780
Washington	\$34,712,990	\$2,707,613	4,141
West Virginia	\$8,644,366	\$674,261	1,732
Wisconsin	\$27,880,736	\$2,174,697	3,214
Wyoming	\$3,495,265	\$272,631	711
American Samoa	\$367,834	\$65,720	46
Guam	\$1,001,449	\$134,280	73
Northern Mariana Islands	\$267,531	-\$25,681	13
Virgin Islands	\$607,686	\$28,669	15
Federated States of Micronesia	\$593,312	\$10,219	3
Marshall Islands	\$364,661	\$6,280	15
Palau	\$115,607	\$1,991	11
TOTAL	\$1,689,876,866	\$131,810,395	169,375

Senior Nutrition

Senior nutrition programs are formula-based grants to States that provide congregate and home-delivered meals to seniors in need, many of whom suffer from limited mobility or geographic isolation. These meals help seniors remain healthy and independent in their communities, thus reducing the risk of disability and the need for more costly medical interventions.

17 Million

Fewer meals served

For more information on Federal funding for senior nutrition, click here: [Senior Nutrition programs](#)

	FY 12 Funding	FY 13 Sequester Cut
Alabama	\$12,748,557	\$994,387
Alaska	\$3,599,752	\$280,781
Arizona	\$15,426,259	\$1,203,248
Arkansas	\$8,905,848	\$694,656
California	\$77,482,961	\$6,043,671
Colorado	\$10,178,784	\$793,945
Connecticut	\$9,291,371	\$724,727
Delaware	\$3,849,236	\$300,240
District of Columbia	\$3,845,023	\$299,912
Florida	\$54,797,662	\$4,274,218
Georgia	\$19,183,738	\$1,496,332
Hawaii	\$3,718,778	\$290,065
Idaho	\$3,920,028	\$305,762
Illinois	\$32,449,254	\$2,531,042
Indiana	\$14,658,935	\$1,143,397
Iowa	\$9,265,390	\$722,700
Kansas	\$8,167,216	\$637,043
Kentucky	\$10,726,704	\$836,683
Louisiana	\$11,763,750	\$917,573
Maine	\$3,835,658	\$299,181
Maryland	\$12,875,523	\$1,004,291
Massachusetts	\$20,135,988	\$1,570,607
Michigan	\$27,908,122	\$2,176,834
Minnesota	\$12,280,576	\$957,885
Mississippi	\$7,032,533	\$548,538
Missouri	\$16,713,458	\$1,303,650
Montana	\$4,399,743	\$343,180
Nebraska	\$5,229,381	\$407,892
Nevada	\$6,170,037	\$481,263
New Hampshire	\$4,344,147	\$338,843

	FY 13	
	FY 12 Funding	Sequester Cut
New Jersey	\$21,977,363	\$1,714,234
New Mexico	\$6,096,342	\$475,515
New York	\$57,547,500	\$4,488,705
North Carolina	\$22,329,973	\$1,741,738
North Dakota	\$4,048,348	\$315,771
Ohio	\$30,167,791	\$2,353,088
Oklahoma	\$9,673,183	\$754,508
Oregon	\$10,034,380	\$782,682
Pennsylvania	\$38,123,314	\$2,973,618
Puerto Rico	\$3,780,956	\$294,915
Rhode Island	\$11,477,564	\$895,250
South Carolina	\$4,194,335	\$327,158
South Dakota	\$14,755,499	\$1,150,929
Tennessee	\$52,931,968	\$4,128,694
Texas	\$5,129,979	\$400,138
Utah	\$3,997,690	\$311,820
Vermont	\$17,666,619	\$1,377,996
Virginia	\$15,024,550	\$1,171,915
Washington	\$6,437,582	\$502,131
West Virginia	\$14,327,400	\$1,117,537
Wisconsin	\$4,030,912	\$314,411
Wyoming	\$731,341	\$57,045
American Samoa	\$2,014,237	\$157,110
Guam	\$468,427	\$36,537
Northern Mariana Islands	\$11,244,396	\$877,063
Virgin Islands	\$1,822,373	\$142,145
Native American set-aside	\$3,187,965	\$248,661
Undistributed	\$8,162,893	\$636,706
Total	\$816,289,292	\$63,670,565

Department of Education

The Department of Education's mission is to close the achievement gap and ensure the nation's students are on track to graduate from high school ready for college and careers. The Department also provides support and assistance to help students enroll in and complete postsecondary education.

In fiscal year 2012, this subcommittee appropriated over \$68.1 billion in discretionary funding to the Department of Education, most of which will be subject to sequestration. This report analyzes the potential State-by-State impact of sequestration on key programs representing a combined \$35.9 billion, or 79 percent, of the Department's non-exempt discretionary funding. The total impact on each State would of course be much larger when all other programs are taken into account.

OMB recently determined that, under the terms of the Budget Control Act, discretionary and mandatory Pell Grant funding would be exempt from sequestration.

For many Department programs, it is difficult to estimate precisely the impact of sequestration on each State because the funding is awarded through competition or for other technical reasons. Below are data on the national impact on two of these programs.

TRIO Programs: TRIO programs provide competitive grants to institutions of higher education, public and private organizations, and high schools to help low-income, first generation students and students with disabilities access and complete college. They deliver a variety of services to students, including assistance in selecting and enrolling in college, tutoring,

Arne Duncan, Secretary, Department of Education

Prepared testimony before the Senate Labor, Health and Human Services, and Education, and Related Agencies Appropriations Subcommittee April 24, 2012

"In a word, a large sequester could be devastating. It would jeopardize our Nation's ability to develop and support an educated, skilled workforce that can compete in the global economy.... For example, a 7.8 percent reduction in funding for large State formula grant programs that serve over 21 million students in high-poverty schools and 6.6 million students with special needs could force States, school districts, and schools to slash teacher salaries, lay off teachers, or reduce services to these needy children.... Because of the indiscriminate nature of a sequester, the story would be the same across all Department activities: we would no longer be able to provide essential Federal support that helps pay for the costs of educating students with disabilities, improving achievement for students from low-income families, turning around failing schools, advancing education reforms designed to help our kids compete in the global economy, supporting the students of military families, providing work-study jobs for postsecondary students, or helping parents pay for college."

counseling and career workshops. A cut of \$66 million could eliminate services to as many as 61,000 low-income students.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):

GEAR UP provides competitive grants to States and partnerships of local education agencies, institutions of higher education, and community-based organizations to ensure low-income elementary and secondary school students are prepared for and enroll in postsecondary education. Grants support early intervention services, such as mentoring, tutoring, financial aid assistance, college campus visits and scholarships. A cut of nearly \$24 million could eliminate services to as many as 57,000 low-income students.

Title I Grants to Local Educational Agencies

Title I is the cornerstone Federal program for helping all students, especially those from disadvantaged backgrounds, meet high academic standards. More than 90 percent of the Nation’s local educational agencies (LEAs) receive these funds, which are allocated by formula based largely on LEA family income levels.

1.8 Million

Fewer students served

For more information on Title I Grants to LEAs, click here: [Title I](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Schools Receiving Grant Funds	Fewer Students Served	Education Jobs Lost
Alabama	\$230,985,442	\$18,021,709	73	33,837	248
Alaska	\$37,233,204	\$2,080,759	16	2,449	29
Arizona	\$316,417,624	\$24,926,187	96	27,367	343
Arkansas	\$155,861,434	\$12,013,450	62	21,004	165
California	\$1,653,520,233	\$139,618,811	506	296,172	1,920
Colorado	\$147,752,993	\$13,482,192	59	18,491	185
Connecticut	\$105,079,994	\$9,128,434	43	9,361	126
Delaware	\$43,431,372	\$2,058,143	6	3,646	28
District of Columbia	\$46,617,745	\$2,635,653	10	3,705	36
Florida	\$735,494,836	\$65,829,655	162	118,166	905
Georgia	\$504,014,567	\$38,826,648	118	75,996	534
Hawaii	\$45,429,592	\$3,297,663	15	7,795	45
Idaho	\$55,341,836	\$4,809,693	35	7,166	66
Illinois	\$649,118,902	\$47,941,117	181	57,022	659
Indiana	\$263,971,239	\$21,486,916	72	18,901	295
Iowa	\$84,226,145	\$7,665,341	58	8,991	105
Kansas	\$107,416,585	\$9,433,034	59	11,249	130
Kentucky	\$223,141,249	\$17,723,167	65	31,021	244
Louisiana	\$288,698,949	\$22,611,413	72	37,885	311
Maine	\$51,744,996	\$4,628,893	36	2,774	64
Maryland	\$189,891,427	\$15,399,925	33	12,983	212
Massachusetts	\$210,740,945	\$18,178,351	87	26,495	250
Michigan	\$538,020,939	\$38,966,953	142	43,427	536
Minnesota	\$157,485,439	\$12,932,780	70	13,698	178
Mississippi	\$188,720,038	\$13,076,285	49	26,744	180
Missouri	\$233,344,053	\$18,849,004	94	27,139	259
Montana	\$45,162,946	\$2,859,495	43	3,625	39
Nebraska	\$70,799,745	\$6,437,059	46	11,132	89
Nevada	\$106,466,536	\$9,650,385	14	15,228	133
New Hampshire	\$39,231,375	\$2,236,672	15	1,349	31
New Jersey	\$302,750,141	\$24,087,979	115	30,260	331
New Mexico	\$119,499,159	\$9,234,962	47	18,039	127

	FY 12 Funding	FY 13 Sequester Cut	Fewer Schools Receiving Grant Funds	Fewer Students Served	Education Jobs Lost
New York	\$1,131,873,797	\$82,418,983	222	134,638	1,133
North Carolina	\$399,562,177	\$34,078,909	111	50,993	469
North Dakota	\$35,555,738	\$1,949,872	17	1,427	27
Ohio	\$588,161,695	\$43,633,138	168	58,246	600
Oklahoma	\$161,455,151	\$12,548,429	92	31,238	173
Oregon	\$146,664,001	\$12,944,562	52	17,780	178
Pennsylvania	\$574,388,686	\$43,166,671	136	45,781	594
Puerto Rico	\$481,347,715	\$26,891,474	81	27,878	370
Rhode Island	\$49,138,057	\$3,630,321	12	4,448	50
South Carolina	\$214,933,269	\$17,772,478	41	22,252	244
South Dakota	\$43,594,684	\$1,838,121	15	1,613	25
Tennessee	\$280,648,064	\$22,345,314	91	48,631	307
Texas	\$1,386,311,117	\$100,781,616	422	254,704	1,386
Utah	\$93,181,540	\$8,426,251	26	11,316	116
Vermont	\$34,500,778	\$1,895,900	13	2,821	26
Virginia	\$229,979,567	\$20,102,876	64	20,125	276
Washington	\$213,017,558	\$18,826,383	82	18,101	259
West Virginia	\$94,247,800	\$8,026,228	31	10,811	110
Wisconsin	\$227,547,885	\$17,755,173	92	20,856	244
Wyoming	\$33,627,421	\$1,799,426	10	1,186	25
American Samoa	\$11,017,839	\$890,056			
Guam	\$11,395,916	\$920,599			
Northern Mariana Islands	\$4,002,129	\$323,305			
Virgin Islands	\$14,805,192	\$1,196,012			
Indian set-aside (BIA)	\$98,903,655	\$7,989,757	14	4,122	110
Other (non-State allocations)	\$8,984,455	\$0			
Total	\$14,516,457,566	\$1,132,280,582	4,277	1,807,968	15,523

School Improvement Grants

SIG funding helps turn around persistently low-achieving schools across the Nation. The funds are allocated by formula to States, which award competitive grants to LEAs with failing schools.

\$41,617,031

not available for turning around Nation's lowest performing schools

Sequestration will deny 75 schools serving an estimated 33,441 students additional resources to implement significant turnaround plans.

For more information on the SIG program, click here: [SIG](#)

	FY 12 Funding	FY 13 Sequester Cut
Alabama	\$8,125,392	\$633,780
Alaska	\$1,516,550	\$118,291
Arizona	\$10,482,548	\$817,639
Arkansas	\$5,382,593	\$419,842
California	\$61,828,852	\$4,822,650
Colorado	\$5,279,918	\$411,834
Connecticut	\$3,663,102	\$285,722
Delaware	\$1,484,496	\$115,791
District of Columbia	\$1,539,227	\$120,060
Florida	\$26,815,090	\$2,091,577
Georgia	\$17,231,799	\$1,344,080
Hawaii	\$1,606,273	\$125,289
Idaho	\$2,036,269	\$158,829
Illinois	\$22,223,783	\$1,733,455
Indiana	\$9,244,071	\$721,038
Iowa	\$3,034,352	\$236,679
Kansas	\$4,119,739	\$321,340
Kentucky	\$7,845,080	\$611,916
Louisiana	\$9,670,178	\$754,274
Maine	\$1,789,010	\$139,543
Maryland	\$6,821,529	\$532,080
Massachusetts	\$7,234,459	\$564,288
Michigan	\$17,801,726	\$1,388,535
Minnesota	\$5,509,059	\$429,706
Mississippi	\$6,188,167	\$482,677
Missouri	\$7,700,059	\$600,604
Montana	\$1,537,304	\$119,910
Nebraska	\$2,675,249	\$208,670
Nevada	\$3,824,945	\$298,345
New Hampshire	\$1,352,537	\$105,498

	FY 12 Funding	FY 13 Sequester Cut
New Jersey	\$10,487,838	\$818,051
New Mexico	\$4,143,996	\$323,231
New York	\$37,591,640	\$2,932,148
North Carolina	\$14,390,384	\$1,122,450
North Dakota	\$1,217,324	\$94,952
Ohio	\$20,254,289	\$1,579,835
Oklahoma	\$5,581,750	\$435,376
Oregon	\$5,450,167	\$425,113
Pennsylvania	\$20,224,608	\$1,577,519
Puerto Rico	\$14,239,090	\$1,110,649
Rhode Island	\$1,663,220	\$129,731
South Carolina	\$7,403,291	\$577,457
South Dakota	\$1,513,181	\$118,028
Tennessee	\$9,873,902	\$770,164
Texas	\$49,720,712	\$3,878,215
Utah	\$3,404,851	\$265,579
Vermont	\$1,212,682	\$94,589
Virginia	\$7,743,099	\$603,962
Washington	\$7,865,587	\$613,515
West Virginia	\$3,329,332	\$259,688
Wisconsin	\$8,074,622	\$629,821
Wyoming	\$1,171,017	\$91,340
American Samoa	\$373,814	\$29,158
Guam	\$386,641	\$30,158
Northern Mariana Islands	\$135,784	\$10,591
Virgin Islands	\$502,311	\$39,180
Indian set-aside (BIA)	\$3,355,606	\$261,737
Other (non-State allocations)	\$26,677,584	\$2,080,852
Total	\$533,551,678	\$41,617,031

Improving Teacher Quality State Grants

Improving Teacher Quality State Grants is a formula-based program that assists States and LEAs in developing, supporting and retaining a high-quality workforce of educators. Research shows that high-quality teachers and school leaders are critically important for improving student achievement.

198,748

Fewer teachers receiving professional development

For more information on Improving Teacher Quality State Grants, click here: [Teacher Quality](#)

	FY 12 Funding	FY 13 Sequester Cut	Education Jobs Lost	Students Impacted	Fewer Teachers Receiving Professional Development	Students Impacted
Alabama	\$38,660,157	\$3,197,904	18	284	3,371	53,161
Alaska	\$11,493,668	\$933,150	5	81	984	16,029
Arizona	\$38,320,791	\$4,210,702	24	498	4,438	92,089
Arkansas	\$23,383,150	\$1,941,823	11	142	2,047	26,406
California	\$270,253,991	\$22,736,783	129	2,554	23,967	474,547
Colorado	\$27,122,152	\$2,448,943	14	238	2,581	43,800
Connecticut	\$22,557,047	\$1,444,001	8	104	1,522	19,695
Delaware	\$11,493,668	\$933,150	5	73	984	14,445
District of Columbia	\$11,493,668	\$933,150	5	59	984	11,670
Florida	\$109,847,566	\$10,167,198	58	831	10,717	153,575
Georgia	\$64,203,436	\$6,488,463	37	532	6,839	98,413
Hawaii	\$11,493,668	\$933,150	5	79	984	15,459
Idaho	\$11,493,668	\$933,150	5	91	984	17,889
Illinois	\$98,761,286	\$7,043,483	40	608	7,425	112,786
Indiana	\$41,589,412	\$3,775,208	21	353	3,979	66,887
Iowa	\$18,835,921	\$1,394,206	8	110	1,470	20,168
Kansas	\$19,284,937	\$1,478,490	8	109	1,558	21,298
Kentucky	\$37,816,656	\$2,704,191	15	243	2,850	46,170
Louisiana	\$54,186,525	\$3,059,217	17	237	3,225	44,892
Maine	\$11,493,668	\$933,150	5	58	984	11,405
Maryland	\$34,862,715	\$2,365,034	13	189	2,493	36,173
Massachusetts	\$43,677,504	\$2,630,770	15	205	2,773	37,962
Michigan	\$95,607,474	\$5,879,320	33	587	6,197	110,245
Minnesota	\$33,021,541	\$2,411,692	14	222	2,542	40,265
Mississippi	\$35,696,566	\$2,357,893	13	193	2,485	36,977
Missouri	\$41,651,914	\$3,206,622	18	244	3,380	45,765
Montana	\$11,493,668	\$933,150	5	67	984	13,264
Nebraska	\$11,770,611	\$933,150	5	66	984	13,058
Nevada	\$12,431,038	\$1,524,329	9	175	1,607	31,192
New Hampshire	\$11,493,668	\$933,150	5	64	984	12,526
New Jersey	\$54,955,531	\$3,866,605	22	266	4,076	49,360

	FY 12 Funding	FY 13 Sequester Cut	Education Jobs Lost	Students Impacted	Fewer Teachers Receiving Professional Development	Students Impacted
New Mexico	\$19,147,373	\$1,493,398	8	118	1,574	23,169
New York	\$195,517,680	\$10,331,876	59	760	10,891	140,276
North Carolina	\$53,878,382	\$5,875,340	33	466	6,193	87,445
North Dakota	\$11,493,668	\$933,150	5	57	984	11,178
Ohio	\$90,808,736	\$6,699,181	38	602	7,062	111,862
Oklahoma	\$27,960,275	\$2,360,206	13	200	2,488	38,241
Oregon	\$23,565,884	\$2,016,339	11	223	2,125	43,053
Pennsylvania	\$98,148,572	\$6,171,619	35	477	6,505	88,728
Puerto Rico	\$74,162,414	\$4,673,886	27	341	4,927	62,179
Rhode Island	\$11,493,668	\$933,150	5	64	984	12,566
South Carolina	\$30,487,767	\$2,848,444	16	246	3,003	46,216
South Dakota	\$11,493,668	\$933,150	5	66	984	13,058
Tennessee	\$41,694,436	\$3,994,675	23	342	4,211	62,660
Texas	\$200,179,559	\$18,515,903	105	1,529	19,518	284,182
Utah	\$16,138,221	\$1,678,251	10	223	1,769	39,466
Vermont	\$11,493,668	\$933,150	5	52	984	10,302
Virginia	\$43,066,713	\$3,420,772	19	334	3,606	63,393
Washington	\$39,717,936	\$3,260,985	19	368	3,437	66,575
West Virginia	\$20,417,745	\$1,014,375	6	84	1,069	14,891
Wisconsin	\$39,886,313	\$2,877,876	16	239	3,034	45,298
Wyoming	\$11,493,668	\$933,150	5	62	984	12,103
American Samoa	\$2,845,225	\$260,963	1	15	275	4,122
Guam	\$4,373,576	\$312,530	2	30	329	4,932
Northern Mariana Islands	\$1,360,068	\$114,525	1	15	121	1,814
Virgin Islands	\$3,692,303	\$269,133	2	22	284	3,087
Indian set-aside (BIA)	\$12,271,172	\$957,151	5	75	1,009	15,125
Other (non-State allocations)	\$49,331,345	\$3,847,845	0	0	0	0
Total	\$2,466,567,300	\$192,392,250	1,064	16,572	198,748	3,093,492

21st Century Community Learning Centers

The 21st Century Community Learning Centers program enables States to provide funds on a competitive basis to local communities for the purpose of establishing expanded learning opportunities for students, through before- and after-school programs, summer school, and extended school year programs. Such programs can provide students with deeper learning and enrichment opportunities and safe environments for working families.

145,180

fewer students served

For more information on the 21st Century Community Learning Centers program, click here: [21st Century Learning Centers](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Centers	Fewer Students Served
Alabama	\$17,422,148	\$1,358,928	11	881
Alaska	\$5,643,199	\$440,170	4	378
Arizona	\$24,198,421	\$1,887,476	16	4,454
Arkansas	\$11,915,040	\$929,373	9	1,190
California	\$124,077,384	\$9,678,035	71	37,349
Colorado	\$11,717,063	\$913,931	6	1,175
Connecticut	\$8,021,705	\$625,693	7	949
Delaware	\$5,643,199	\$440,170	4	295
District of Columbia	\$5,643,199	\$440,170	3	341
Florida	\$58,059,259	\$4,528,622	26	5,107
Georgia	\$40,361,648	\$3,148,208	23	2,817
Hawaii	\$5,643,199	\$440,170	6	1,082
Idaho	\$5,643,199	\$440,170	6	507
Illinois	\$50,297,549	\$3,923,209	28	4,186
Indiana	\$19,490,325	\$1,520,245	18	2,500
Iowa	\$5,956,271	\$464,589	4	477
Kansas	\$8,648,128	\$674,554	3	470
Kentucky	\$17,355,104	\$1,353,698	12	2,472
Louisiana	\$21,441,365	\$1,672,426	17	3,676
Maine	\$5,643,199	\$440,170	6	710
Maryland	\$14,262,844	\$1,112,502	10	934
Massachusetts	\$16,482,734	\$1,285,653	15	1,425
Michigan	\$41,284,256	\$3,220,172	27	3,631
Minnesota	\$12,439,164	\$970,255	8	1,683
Mississippi	\$14,433,678	\$1,125,827	16	1,634
Missouri	\$18,987,498	\$1,481,025	12	1,410
Montana	\$5,643,199	\$440,170	11	1,275
Nebraska	\$5,643,199	\$440,170	8	1,167
Nevada	\$7,643,861	\$596,221	5	1,269

	FY 12 Funding	FY 13 Sequester Cut	Fewer Centers	Fewer Students Served
New Hampshire	\$5,643,199	\$440,170	5	738
New Jersey	\$22,798,466	\$1,778,281	9	1,213
New Mexico	\$8,729,513	\$680,902	9	1,060
New York	\$87,348,119	\$6,813,152	39	7,225
North Carolina	\$30,382,826	\$2,369,860	45	3,154
North Dakota	\$5,643,199	\$440,170	6	654
Ohio	\$44,561,817	\$3,475,822	31	3,312
Oklahoma	\$11,863,563	\$925,358	8	1,469
Oregon	\$11,468,489	\$894,542	10	2,084
Pennsylvania	\$41,145,417	\$3,209,342	30	2,925
Puerto Rico	\$38,768,439	\$3,023,938	12	1,395
Rhode Island	\$5,643,199	\$440,170	5	1,160
South Carolina	\$17,183,734	\$1,340,331	17	1,459
South Dakota	\$5,643,199	\$440,170	5	960
Tennessee	\$21,168,384	\$1,651,133	22	2,558
Texas	\$104,440,061	\$8,146,324	57	15,652
Utah	\$6,287,988	\$490,463	6	1,671
Vermont	\$5,643,199	\$440,170	9	1,150
Virginia	\$18,840,833	\$1,469,585	12	2,019
Washington	\$16,504,291	\$1,287,335	14	1,855
West Virginia	\$7,098,334	\$553,670	12	1,230
Wisconsin	\$16,549,247	\$1,290,841	16	3,817
Wyoming	\$5,643,199	\$440,170	8	973
American Samoa	\$782,574	\$61,040		
Guam	\$958,862	\$74,791		
Northern Mariana Islands	\$307,597	\$23,992		
Virgin Islands	\$1,051,582	\$82,023		
Indian set-aside (BIA)	\$8,416,117	\$656,459		
Other (non-State allocations)	\$11,516,732	\$898,305		
Total	\$1,151,673,216	\$89,830,511	777	145,180

Impact Aid

Impact Aid provides formula-based grants to more than 1,000 school districts throughout the Nation. These funds offset the additional costs or lost revenue associated with educating students who have a parent on active military duty, reside on Indian lands or have some other connection to the federal government that either lowers the local tax base or increases the number of students served by the school district.

\$89,976,095

less for impact aid schools

For more information on Impact Aid, click here: [Impact Aid](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Teachers Supported by Funding
Alabama	\$2,705,695	\$211,044	3
Alaska	\$141,678,576	\$11,050,929	166
Arizona	\$175,235,404	\$13,668,362	205
Arkansas	\$368,334	\$28,730	0
California	\$63,502,594	\$4,953,202	74
Colorado	\$18,994,093	\$1,481,539	22
Connecticut	\$4,281,262	\$333,939	5
Delaware	\$22,276	\$1,738	0
District of Columbia	\$944,414	\$73,665	1
Florida	\$5,668,284	\$442,126	7
Georgia	\$21,767,951	\$1,697,901	25
Hawaii	\$45,968,975	\$3,585,580	54
Idaho	\$5,840,985	\$455,597	7
Illinois	\$13,850,466	\$1,080,336	16
Indiana	\$115,435	\$9,004	0
Iowa	\$179,534	\$14,003	0
Kansas	\$26,712,251	\$2,083,555	31
Kentucky	\$816,331	\$63,674	1
Louisiana	\$8,433,038	\$657,777	10
Maine	\$2,014,830	\$157,157	2
Maryland	\$5,959,299	\$464,825	7
Massachusetts	\$225,606	\$17,597	0
Michigan	\$4,185,118	\$326,439	5
Minnesota	\$19,950,526	\$1,556,141	23
Mississippi	\$2,114,002	\$164,892	2
Missouri	\$20,641,880	\$1,610,066	24
Montana	\$43,190,856	\$3,368,887	51
Nebraska	\$17,750,815	\$1,384,564	21
Nevada	\$3,044,627	\$237,480	4
New Hampshire	\$5,606	\$437	0
New Jersey	\$11,278,274	\$879,705	13

	FY 12 Funding	FY 13 Sequester Cut	Fewer Teachers Supported by Funding
New Mexico	\$95,378,838	\$7,439,549	112
New York	\$34,145,761	\$2,663,370	40
North Carolina	\$15,393,777	\$1,200,715	18
North Dakota	\$26,846,455	\$2,094,023	31
Ohio	\$1,459,963	\$113,877	2
Oklahoma	\$35,182,707	\$2,744,251	41
Oregon	\$3,393,286	\$264,676	4
Pennsylvania	\$855,609	\$66,737	1
Puerto Rico	\$1,227,086	\$95,713	1
Rhode Island	\$1,528,035	\$119,187	2
South Carolina	\$1,505,771	\$117,450	2
South Dakota	\$51,490,604	\$4,016,268	60
Tennessee	\$3,642,989	\$284,154	4
Texas	\$100,669,130	\$7,852,192	118
Utah	\$8,117,466	\$633,162	9
Vermont	\$6,707	\$523	0
Virginia	\$35,523,961	\$2,770,869	42
Washington	\$42,689,912	\$3,329,813	50
West Virginia	\$10,576	\$825	0
Wisconsin	\$13,119,215	\$1,023,299	15
Wyoming	\$13,768,991	\$1,073,982	16
American Samoa	\$0	\$0	0
Guam	\$0	\$0	0
Northern Mariana Islands	\$0	\$0	0
Virgin Islands	\$135,506	\$10,569	0
Indian set-aside (BIA)	\$0	\$0	0
Other (non-State allocations)	\$0	\$0	0
Total	\$1,153,539,682	\$89,976,095	1,350

Special Education Grants to States

The Special Education Grants to States program authorized under section 611 of the Individuals with Disabilities Education Act helps States and local communities meet the excess costs of providing special education and related services to children with disabilities. Most of these funds are provided to LEAs. More than 35 years ago, the Federal Government committed to pay 40 percent of such costs, but now provides only 16 percent.

10,899

Educators not supported by federal funds

States are required to provide a free and appropriate public education to students with disabilities, so decreased Federal revenue means that State and local revenue will need to cover required costs.

For more information on Special Education Grants to States, click here: [Special Education](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Jobs Supported by Funding
Alabama	\$181,561,826	\$14,096,777	170
Alaska	\$36,471,208	\$3,034,178	37
Arizona	\$188,005,122	\$15,875,179	192
Arkansas	\$111,979,248	\$8,906,480	107
California	\$1,224,661,066	\$99,380,923	1,199
Colorado	\$154,234,781	\$12,819,778	155
Connecticut	\$132,768,017	\$9,983,876	120
Delaware	\$34,446,453	\$2,908,663	35
District of Columbia	\$17,319,779	\$1,462,485	18
Florida	\$631,152,474	\$49,159,935	593
Georgia	\$328,077,843	\$27,603,658	333
Hawaii	\$39,851,841	\$3,218,489	39
Idaho	\$55,221,261	\$4,530,393	55
Illinois	\$505,651,259	\$38,986,222	471
Indiana	\$257,576,165	\$19,569,301	236
Iowa	\$121,910,726	\$9,124,289	110
Kansas	\$106,692,635	\$8,303,629	100
Kentucky	\$157,888,110	\$12,156,980	147
Louisiana	\$188,962,577	\$15,419,403	186
Maine	\$54,641,461	\$4,089,587	49
Maryland	\$199,916,833	\$15,367,344	185
Massachusetts	\$283,465,895	\$21,215,727	256
Michigan	\$399,883,942	\$32,063,707	387
Minnesota	\$189,532,481	\$14,545,082	176
Mississippi	\$119,980,160	\$9,682,672	117

	FY 12 Funding	FY 13 Sequester Cut	Fewer Jobs Supported by Funding
Missouri	\$226,829,933	\$17,016,801	205
Montana	\$37,221,455	\$3,034,178	37
Nebraska	\$74,564,188	\$5,580,684	67
Nevada	\$70,702,984	\$5,970,170	72
New Hampshire	\$47,389,192	\$3,553,798	43
New Jersey	\$360,945,645	\$27,014,623	326
New Mexico	\$91,005,697	\$6,885,437	83
New York	\$758,002,911	\$57,518,042	694
North Carolina	\$326,077,875	\$26,524,890	320
North Dakota	\$27,970,106	\$2,361,800	29
Ohio	\$436,958,357	\$34,797,635	420
Oklahoma	\$147,674,175	\$11,543,144	139
Oregon	\$128,760,236	\$10,075,163	122
Pennsylvania	\$426,427,814	\$33,805,753	408
Rhode Island	\$43,668,156	\$3,268,300	39
South Carolina	\$176,828,357	\$13,571,439	164
South Dakota	\$33,319,673	\$2,813,518	34
Tennessee	\$236,469,821	\$18,509,376	223
Texas	\$980,678,753	\$80,678,969	974
Utah	\$109,453,830	\$8,969,599	108
Vermont	\$26,968,524	\$2,277,226	27
Virginia	\$281,475,855	\$21,943,001	265
Washington	\$220,953,409	\$17,789,581	215
West Virginia	\$75,837,277	\$5,675,967	69
Wisconsin	\$207,862,974	\$15,964,667	193
Wyoming	\$28,292,653	\$2,389,036	29
American Samoa	\$6,358,510	\$61,452	1
Guam	\$14,098,659	\$136,257	2
Northern Mariana Islands	\$4,831,832	\$46,697	1
Puerto Rico	\$114,923,374	\$9,704,146	117
Virgin Islands	\$8,960,866	\$86,602	1
Freely Associated States	\$6,579,306	\$0	0
Department of the Interior	\$92,909,676	\$0	0
Other	\$25,000,000	\$0	0
Totals	\$11,577,855,236	\$903,072,708	10,899

Special Education Preschool State Grants

The Special Education Preschool State Grants program authorized under section 619 of the Individuals with Disabilities Education Act provides formula-based grants to States that support high-quality early childhood education for children with disabilities ages 3-5. Most of these funds are provided to LEAs and education service agencies.

351

Education jobs not supported by federal funds

For more information on Special Education Preschool Grants, click here: [Preschool](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Jobs Supported by Funding
Alabama	\$5,485,537	\$420,358	5
Alaska	\$1,237,190	\$96,150	1
Arizona	\$5,233,837	\$454,072	5
Arkansas	\$5,261,053	\$391,710	5
California	\$37,657,903	\$3,233,960	39
Colorado	\$4,852,632	\$374,961	5
Connecticut	\$4,810,505	\$358,164	4
Delaware	\$1,230,715	\$95,853	1
District of Columbia	\$238,633	\$24,263	0
Florida	\$18,101,998	\$1,392,281	17
Georgia	\$9,597,428	\$770,585	9
Hawaii	\$973,364	\$88,085	1
Idaho	\$2,144,602	\$159,675	2
Illinois	\$17,308,047	\$1,299,511	16
Indiana	\$8,727,260	\$649,785	8
Iowa	\$3,914,752	\$291,471	4
Kansas	\$4,250,493	\$316,469	4
Kentucky	\$10,016,825	\$745,798	9
Louisiana	\$6,349,379	\$483,557	6
Maine	\$2,464,993	\$183,531	2
Maryland	\$6,542,419	\$494,352	6
Massachusetts	\$9,701,776	\$722,342	9
Michigan	\$12,310,135	\$939,274	11
Minnesota	\$7,285,511	\$542,441	7
Mississippi	\$4,145,779	\$311,218	4
Missouri	\$5,875,290	\$473,421	6
Montana	\$1,158,199	\$92,528	1
Nebraska	\$2,212,223	\$166,753	2
Nevada	\$2,195,571	\$180,990	2
New Hampshire	\$1,527,855	\$113,756	1
New Jersey	\$11,158,879	\$830,831	10

	FY 12 Funding	FY 13 Sequester Cut	Fewer Jobs Supported by Funding
New Mexico	\$3,126,461	\$232,779	3
New York	\$33,100,968	\$2,465,252	30
North Carolina	\$11,094,802	\$826,061	10
North Dakota	\$789,830	\$75,676	1
Ohio	\$12,270,992	\$978,590	12
Oklahoma	\$3,563,976	\$298,390	4
Oregon	\$3,778,956	\$298,383	4
Pennsylvania	\$13,699,570	\$1,038,166	13
Rhode Island	\$1,639,323	\$122,055	1
South Carolina	\$7,003,167	\$521,418	6
South Dakota	\$1,437,077	\$106,996	1
Tennessee	\$6,750,220	\$515,583	6
Texas	\$22,325,688	\$1,952,535	24
Utah	\$3,491,122	\$268,163	3
Vermont	\$840,327	\$77,986	1
Virginia	\$8,952,199	\$666,532	8
Washington	\$8,011,726	\$596,511	7
West Virginia	\$3,416,814	\$254,398	3
Wisconsin	\$9,289,944	\$691,680	8
Wyoming	\$1,033,251	\$86,812	1
American Samoa	\$0	\$0	0
Guam	\$0	\$0	0
Northern Mariana Islands	\$0	\$0	0
Puerto Rico	\$3,058,171	\$294,223	4
Virgin Islands	\$0	\$0	0
Freely Associated States	\$0	\$0	0
Department of the Interior	\$0	\$0	0
Total	\$372,645,367	\$29,066,339	351

Special Education Grants for Infants and Families

Special Education Grants for Infants and Families support statewide systems of early intervention services for children from birth through age 2 and their families. Funds are provided by formula to each State.

26,949

Fewer children served

For more information on Special Education Grants for Infants and Families, click here: [Infants and Families](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Infants and Toddlers Served
Alabama	\$6,160,058	\$482,091	242
Alaska	\$2,170,499	\$169,868	55
Arizona	\$10,077,722	\$788,757	415
Arkansas	\$4,004,782	\$313,428	252
California	\$54,039,265	\$4,229,182	2,407
Colorado	\$7,091,150	\$554,975	422
Connecticut	\$4,052,879	\$317,207	352
Delaware	\$2,170,499	\$169,868	70
District of Columbia	\$2,170,499	\$169,868	31
Florida	\$22,745,155	\$1,780,055	1,030
Georgia	\$14,618,917	\$1,144,103	471
Hawaii	\$2,170,499	\$169,868	151
Idaho	\$2,457,525	\$192,319	136
Illinois	\$17,470,882	\$1,367,356	1,425
Indiana	\$8,684,021	\$679,643	788
Iowa	\$3,995,029	\$312,669	282
Kansas	\$4,053,473	\$317,235	309
Kentucky	\$5,615,768	\$439,503	363
Louisiana	\$6,459,881	\$505,465	368
Maine	\$2,170,499	\$169,868	73
Maryland	\$7,464,085	\$584,120	681
Massachusetts	\$7,508,214	\$587,624	1,187
Michigan	\$11,956,416	\$935,814	813
Minnesota	\$7,131,880	\$558,148	392
Mississippi	\$4,409,878	\$345,129	185
Missouri	\$7,909,044	\$618,991	355
Montana	\$2,170,499	\$169,868	57
Nebraska	\$2,659,318	\$208,115	127
Nevada	\$3,972,105	\$310,862	183
New Hampshire	\$2,170,499	\$169,868	142
New Jersey	\$10,815,217	\$846,445	828
New Mexico	\$2,970,033	\$232,432	404

	FY 12 Funding	FY 13 Sequester Cut	Fewer Infants and Toddlers Served
New York	\$24,077,185	\$1,884,294	2,425
North Carolina	\$13,005,735	\$1,017,857	770
North Dakota	\$2,170,499	\$169,868	73
Ohio	\$14,423,420	\$1,128,885	1,164
Oklahoma	\$5,347,542	\$418,509	217
Oregon	\$4,859,147	\$380,290	230
Pennsylvania	\$14,524,309	\$1,136,701	1,358
Rhode Island	\$2,170,499	\$169,868	145
South Carolina	\$6,094,359	\$476,942	362
South Dakota	\$2,170,499	\$169,868	87
Tennessee	\$8,361,277	\$654,346	317
Texas	\$40,318,862	\$3,155,376	2,261
Utah	\$5,426,252	\$424,666	265
Vermont	\$2,170,499	\$169,868	62
Virginia	\$10,434,010	\$816,563	577
Washington	\$8,832,740	\$691,210	438
West Virginia	\$2,170,499	\$169,868	192
Wisconsin	\$7,127,800	\$557,850	480
Wyoming	\$2,170,499	\$169,868	90
Puerto Rico	\$4,727,814	\$369,996	407
AMERICAN SAMOA	\$592,157	\$46,188	5
GUAM	\$1,448,962	\$113,019	13
NORTHERN MARIANAS	\$454,283	\$35,434	4
VIRGIN ISLANDS	\$772,385	\$60,246	11
BIE	\$5,342,271	\$303,032	
TOTAL	\$442,709,694	\$34,531,356	26,949

English Language Acquisition State Grants

English Language Acquisition State Grants help English language learners and recent immigrant students learn English and become proficient in academic content standards. Not less than 95 percent of the funding is passed on to the local level, primarily to LEAs.

350,327

Fewer students served

For more information on English Language Acquisition State Grants, click here: [English Language](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer English Language Learners Served
Alabama	\$3,881,821	\$305,814	1,468
Alaska	\$1,056,803	\$83,256	1,211
Arizona	\$18,302,619	\$1,441,903	8,770
Arkansas	\$3,112,455	\$245,203	2,105
California	\$161,603,338	\$12,731,312	113,574
Colorado	\$9,901,318	\$780,038	8,381
Connecticut	\$5,765,202	\$454,190	2,363
Delaware	\$1,230,843	\$96,967	545
District of Columbia	\$778,577	\$61,338	372
Florida	\$43,010,932	\$3,388,455	19,460
Georgia	\$15,210,575	\$1,198,308	5,815
Hawaii	\$3,498,901	\$275,648	1,412
Idaho	\$1,947,808	\$153,450	1,225
Illinois	\$28,373,428	\$2,235,294	12,079
Indiana	\$8,309,518	\$654,634	3,764
Iowa	\$3,215,751	\$253,340	1,649
Kansas	\$4,095,020	\$322,610	2,548
Kentucky	\$3,712,059	\$292,441	1,765
Louisiana	\$3,057,371	\$240,864	986
Maine	\$720,004	\$56,723	336
Maryland	\$10,000,845	\$787,879	3,906
Massachusetts	\$13,035,143	\$1,026,925	3,479
Michigan	\$10,570,367	\$832,746	5,035
Minnesota	\$8,589,712	\$676,708	5,078
Mississippi	\$1,642,315	\$129,384	372
Missouri	\$5,065,989	\$399,105	1,312
Montana	\$510,659	\$10,659	28
Nebraska	\$2,667,028	\$210,111	1,606
Nevada	\$8,798,885	\$693,187	6,786
New Hampshire	\$930,829	\$73,332	288
New Jersey	\$21,706,023	\$1,710,027	4,255
New Mexico	\$4,047,474	\$318,865	4,512
New York	\$55,532,684	\$4,374,934	18,227
North Carolina	\$15,381,023	\$1,211,736	8,685

	FY 12 Funding	FY 13 Sequester Cut	Fewer English Language Learners Served
North Dakota	\$507,000	\$7,000	47
Ohio	\$9,599,078	\$756,228	3,118
Oklahoma	\$4,499,197	\$354,453	2,649
Oregon	\$7,668,179	\$604,108	4,141
Pennsylvania	\$14,209,092	\$1,119,410	2,326
Rhode Island	\$2,437,015	\$191,991	515
South Carolina	\$4,468,526	\$352,036	2,463
South Dakota	\$738,386	\$58,171	278
Tennessee	\$5,669,671	\$446,664	2,380
Texas	\$101,415,375	\$7,989,629	57,158
Utah	\$4,813,381	\$379,204	3,639
Vermont	\$504,288	\$4,288	11
Virginia	\$11,624,874	\$915,822	7,682
Washington	\$17,374,274	\$1,368,767	7,291
West Virginia	\$610,453	\$48,092	120
Wisconsin	\$6,611,998	\$520,901	3,111
Wyoming	\$500,000	\$0	0
American Samoa	\$959,034	\$74,804	
Guam	\$1,435,837	\$111,996	
Northern Mariana Islands	\$1,203,260	\$93,854	
Puerto Rico	\$3,379,468	\$265,549	
Virgin Islands	\$62,587	\$4,882	
Indian set-aside (BIA)	\$5,000,000	\$0	
Other (non-State allocations)	\$47,589,336	\$3,711,968	
Total	\$732,143,628	\$57,107,203	350,327

State Grants for Career and Technical Education

State Grants for Career and Technical Education provide students in high schools, technical schools, and community colleges with core academic and employability skills as well as job-specific technical training. The program helps the United States compete in the 21st century economy by preparing students for employment in high-demand fields such as healthcare, renewable energy, science, technology, engineering, and mathematics.

1,133,981

Fewer students served

For more information on Career and Technical Education, click here: [Career and Technical Education](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Students Served
Alabama	\$19,175,065	\$0*	
Alaska	\$4,214,921	\$0*	
Arizona	\$24,305,238	\$4,602,655	60,998
Arkansas	\$11,421,660	\$17,865	309
California	\$123,513,546	\$15,327,624	331,676
Colorado	\$15,419,857	\$2,020,289	17,500
Connecticut	\$9,403,428	\$1,048,689	14,757
Delaware	\$4,681,061	\$365,123	2,829
District of Columbia	\$4,214,921	\$0*	
Florida	\$61,373,632	\$11,622,253	99,453
Georgia	\$37,580,242	\$7,116,526	86,898
Hawaii	\$5,523,624	\$430,842	2,782
Idaho	\$6,394,899	\$395,378	5,889
Illinois	\$40,924,618	\$1,990,444	24,919
Indiana	\$25,465,153	\$1,777,234	8,535
Iowa	\$11,963,946	\$0*	
Kansas	\$10,245,408	\$0*	
Kentucky	\$17,905,647	\$0*	
Louisiana	\$21,041,943	\$0*	
Maine	\$5,523,624	\$430,842	1,136
Maryland	\$15,487,207	\$674,900	7,184
Massachusetts	\$17,849,432	\$525,510	3,161
Michigan	\$38,708,045	\$3,692,571	24,013
Minnesota	\$16,684,637	\$0*	
Mississippi	\$13,363,550	\$0*	
Missouri	\$21,575,129	\$635,309	4,913
Montana	\$5,202,584	\$290,425	987
Nebraska	\$6,816,893	\$0*	
Nevada	\$9,226,209	\$1,747,157	17,969

	FY 12 Funding	FY 13 Sequester Cut	Fewer Students Served
New Hampshire	\$5,523,624	\$430,842	1,475
New Jersey	\$22,566,330	\$1,536,142	12,366
New Mexico	\$8,198,470	\$181,048	1,885
New York	\$52,736,100	\$1,374,564	7,024
North Carolina	\$35,567,554	\$6,735,386	130,220
North Dakota	\$4,214,921	\$0*	
Ohio	\$42,750,001	\$0*	
Oklahoma	\$15,094,180	\$0*	
Oregon	\$13,408,089	\$998,023	12,113
Pennsylvania	\$42,365,869	\$1,643,091	5,673
Rhode Island	\$5,523,624	\$430,842	2,006
South Carolina	\$18,678,722	\$2,044,020	26,891
South Dakota	\$4,214,921	\$0*	
Tennessee	\$23,638,770	\$2,181,612	18,933
Texas	\$92,218,972	\$11,535,379	155,876
Utah	\$12,045,788	\$550,549	6,500
Vermont	\$4,214,921	\$0*	
Virginia	\$24,011,928	\$764,914	11,195
Washington	\$20,629,135	\$1,044,891	25,681
West Virginia	\$8,428,617	\$0*	
Wisconsin	\$20,241,685	\$0*	
Wyoming	\$4,214,921	\$0*	
American Samoa	\$336,170	\$26,221	
Guam	\$633,921	\$49,446	236
Northern Mariana Islands	\$336,170	\$26,221	
Puerto Rico	\$18,458,484	\$0*	
Virgin Islands	\$573,136	\$5,602	
Indian set-aside (BIA)	\$14,037,878	\$1,094,954	
Other (non-State allocations)	\$2,961,254	\$230,978	
Total	\$1,123,030,274	\$87,596,361	1,133,981

*No reduction because of "hold harmless" provision in authorizing statute.

Federal Work Study

Federal Work Study (FWS) programs provide funding to colleges and universities to help low- and middle-income undergraduate and graduate students pay for postsecondary education through part-time employment at their college or university, public agency, private company, or nonprofit organization. The program helps leverage additional resources for student financial aid by requiring participating institutions or employers to contribute at least 25 percent of the student's part-time earnings. More than 680,000 students will receive FWS funding during academic year 2012-2013.

51,577

Fewer students receive aid

For more information on the FWS program, click here: [FWS](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Students Receiving Aid
Alabama	\$15,006,608	\$800,352	432
Alaska	\$703,125	\$33,224	15
Arizona	\$10,545,011	\$1,014,556	513
Arkansas	\$8,122,911	\$246,704	170
California	\$104,833,927	\$10,235,616	5,751
Colorado	\$12,694,352	\$1,179,553	664
Connecticut	\$11,462,369	\$843,929	735
Delaware	\$1,237,545	\$76,845	82
District of Columbia	\$12,037,983	\$1,501,355	793
Florida	\$39,624,663	\$5,137,287	2,646
Georgia	\$20,394,307	\$2,280,920	1,384
Hawaii	\$1,559,055	\$11,876	7
Idaho	\$2,134,825	\$66,405	61
Illinois	\$53,293,393	\$6,749,961	4,131
Indiana	\$19,919,210	\$2,048,632	1,599
Iowa	\$15,156,005	\$1,640,931	1,588
Kansas	\$8,384,666	\$280,370	213
Kentucky	\$16,101,027	\$1,171,259	735
Louisiana	\$12,879,456	\$262,366	167
Maine	\$8,018,504	\$108,238	86
Maryland	\$13,588,371	\$1,106,023	680
Massachusetts	\$44,457,388	\$1,460,815	1,246
Michigan	\$32,150,900	\$2,799,486	2,031
Minnesota	\$19,628,744	\$1,063,743	786
Mississippi	\$11,379,559	\$374,165	234
Missouri	\$22,170,124	\$1,806,746	1,166
Montana	\$2,694,540	\$21,167	16
Nebraska	\$5,032,534	\$273,641	235

	FY 12 Funding	FY 13 Sequester Cut	Fewer Students Receiving Aid
Nevada	\$2,471,415	\$338,841	160
New Hampshire	\$5,942,187	\$171,942	197
New Jersey	\$19,462,636	\$1,410,625	1,007
New Mexico	\$6,141,396	\$157,762	74
New York	\$93,432,571	\$8,629,416	6,469
North Carolina	\$22,543,424	\$1,787,451	1,388
North Dakota	\$2,902,231	\$2,066	2
Ohio	\$40,782,263	\$3,229,660	2,260
Oklahoma	\$10,630,231	\$486,810	278
Oregon	\$12,445,918	\$506,341	432
Pennsylvania	\$56,420,705	\$4,139,531	3,564
Puerto Rico	\$17,567,597	\$732,566	614
Rhode Island	\$8,587,036	\$464,145	433
South Carolina	\$12,240,581	\$654,046	428
South Dakota	\$3,925,914	\$29,509	21
Tennessee	\$17,161,043	\$1,506,006	1,116
Texas	\$50,359,959	\$3,840,267	2,265
Utah	\$4,728,229	\$229,863	124
Vermont	\$5,983,276	\$141,482	154
Virginia	\$18,058,926	\$1,747,482	1,314
Washington	\$14,190,811	\$451,436	283
West Virginia	\$5,599,905	\$115,455	98
Wisconsin	\$17,921,179	\$712,519	652
Wyoming	\$1,047,615	\$75,918	59
American Samoa	\$62,233	\$15,947	13
Guam	\$587,931	\$0	0
Northern Mariana Islands	\$35,004	\$7,944	6
Virgin Islands	\$95,715	\$0	0
Freely Associated States	\$142,967	\$0	0
Total	\$976,682,000	\$76,181,196	51,577

Supplemental Educational Opportunity Grants

Supplemental Educational Opportunity Grants (SEOG) are allocated by formula to qualifying postsecondary institutions to provide grants to undergraduate students with exceptional financial need. The program helps leverage additional resources for student financial aid by requiring participating institutions to contribute at least 25 percent of the student's award. Nearly 1.4 million students will receive SEOG awards during academic year 2012-2013.

110,543

Fewer students receiving aid

For more information on the SEOG program, click here: [SEOG](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Students Receiving Aid
Alabama	\$12,108,313	\$1,005,387	1,466
Alaska	\$802,042	\$40,816	131
Arizona	\$18,118,645	\$2,298,810	3,609
Arkansas	\$4,634,089	\$328,233	589
California	\$76,895,168	\$6,691,712	14,976
Colorado	\$10,253,259	\$1,063,426	1,822
Connecticut	\$8,665,316	\$525,228	850
Delaware	\$1,529,480	\$89,087	232
District of Columbia	\$7,182,246	\$819,296	787
Florida	\$35,269,137	\$4,271,140	9,747
Georgia	\$17,123,929	\$1,964,406	3,882
Hawaii	\$1,470,529	\$32,467	40
Idaho	\$1,900,176	\$103,941	269
Illinois	\$38,844,609	\$3,553,069	5,120
Indiana	\$15,768,634	\$1,591,817	3,385
Iowa	\$13,628,278	\$1,693,005	3,698
Kansas	\$5,340,298	\$209,727	477
Kentucky	\$9,700,867	\$1,182,740	2,660
Louisiana	\$7,034,767	\$393,711	840
Maine	\$6,631,777	\$52,141	82
Maryland	\$10,215,455	\$597,770	1,193
Massachusetts	\$27,966,051	\$657,068	903
Michigan	\$25,907,754	\$1,883,685	3,885
Minnesota	\$16,812,380	\$906,796	1,431
Mississippi	\$7,765,298	\$443,589	797
Missouri	\$13,011,578	\$1,066,090	1,997
Montana	\$1,621,692	\$64,945	119
Nebraska	\$3,653,454	\$152,796	279
Nevada	\$2,139,378	\$267,991	406
New Hampshire	\$4,747,177	\$113,193	194

	FY 12 Funding	FY 13 Sequester Cut	Fewer Students Receiving Aid
New Jersey	\$15,465,514	\$1,208,458	2,311
New Mexico	\$3,638,643	\$158,846	251
New York	\$56,545,543	\$4,030,823	7,048
North Carolina	\$16,680,570	\$1,235,363	1,794
North Dakota	\$2,688,347	\$4,485	9
Ohio	\$30,223,375	\$2,572,210	5,181
Oklahoma	\$6,811,325	\$394,556	714
Oregon	\$10,039,443	\$235,562	377
Pennsylvania	\$41,759,624	\$2,938,534	4,932
Puerto Rico	\$13,178,049	\$964,478	3,608
Rhode Island	\$5,828,741	\$282,474	534
South Carolina	\$9,641,911	\$948,573	1,291
South Dakota	\$2,805,614	\$82,030	139
Tennessee	\$12,585,072	\$1,195,586	2,594
Texas	\$42,065,105	\$4,057,690	7,368
Utah	\$3,994,017	\$243,839	822
Vermont	\$5,153,567	\$55,320	54
Virginia	\$14,672,910	\$1,459,324	3,314
Washington	\$12,158,894	\$354,126	681
West Virginia	\$4,714,158	\$192,968	320
Wisconsin	\$15,802,752	\$478,954	862
Wyoming	\$1,032,525	\$88,622	198
American Samoa	\$26,997	\$4,055	54
Guam	\$178,856	\$26,378	104
Northern Mariana Islands	\$11,478	\$2,026	20
Virgin Islands	\$67,241	\$7,028	11
Freely Associated States	\$86,955	\$12,334	86
Total	\$734,599,000	\$57,298,722	110,543

Department of Labor

The Department of Labor (DOL) is the primary Federal agency that develops and protects the U.S. workforce. DOL provides services related to employment and training, worker protection and income and benefits security.

In fiscal year 2012, this subcommittee appropriated \$12.6 billion in discretionary funding to DOL, all of which will be subject to sequestration. This report analyzes the potential State-by-State impact of sequestration on six key DOL programs representing a combined \$5 billion, or 40 percent, of the department's discretionary funding. The total impact on each State would of course be much larger when other programs are taken into account.

For many DOL programs, it is difficult to estimate precisely the impact of sequestration on each state because the funding is awarded through competition or for other technical reasons. Below are data on the national impact on three of these programs.

Occupational Safety and Health Administration (OSHA): Funding for OSHA would be cut by more than \$44 million, putting our nation's workers at unnecessary risk. A reduction of 81 employees could result in 2,100 fewer programmed inspections targeted to the most dangerous workplaces, likely leading to an increase in fatality and injury rates.

**Hilda L. Solis, Secretary, Department of Labor
Testifying before the Senate Labor, Health and Human
Services, and Education and Related Agencies
Appropriations Subcommittee**

March 14, 2012

"In terms of job-training programs, we are looking at a hit of about \$500 million to our workforce system, and also the inability ... of being able to reach 1.7 additional participants. And, of course, you and I know ... in a time of high unemployment, that is not a good sign. With respect to veterans, which I know this subcommittee is very focused on as well, we are looking at a reduction of about \$13 million overall in the efforts to try to find employment services and provide that for veterans."

Reemployment and Eligibility Assessments (REAs): A cut of \$4.68 million could eliminate in-person reemployment assistance for 80,000 individuals on Unemployment Insurance (UI), costing state UI trust funds an estimated \$20 million. States conduct REAs for individuals receiving UI to review their efforts to find new employment, refer them to reemployment services or training, and provide labor market information to assist in their job search. REAs save money by helping beneficiaries exit the UI program faster.

Mine Safety and Health Administration (MSHA): A cut to MSHA of more than \$29 million could result in delays for resolving potentially unsafe conditions and lessen the agency's ability to respond to a mine emergency. Sequestration would also adversely impact MSHA's ability to conduct its required inspections.

Workforce Investment Act State Grants

As our economy continues to recover from the worst economic period since the Great Depression, it is critical that we continue to invest in job training programs that prepare workers for jobs of the future and ensure businesses have workers to compete in the 21st century global economy. Workforce Investment Act (WIA) State Grants provide employment and training services to low-skilled, disadvantaged and underemployed adults; dislocated workers needing new or upgraded skills; and youth who have dropped out of high school and want to go back to school or enter the labor market.

413,546

Fewer adults, dislocated workers and youth receiving job training

For more information on WIA State Grants for the Adult and Dislocated Workers programs, click here: [Adult and Dislocated Workers](#) and for the Youth program click here: [Youth](#)

WIA Adult State Grants

	FY 12 Funding	FY 13 Sequester Cut	Fewer Adults Served
Alabama	\$11,433,310	\$800,897	4,651
Alaska	\$1,922,209	\$149,931	871
Arizona	\$15,820,881	\$1,108,243	6,436
Arkansas	\$6,067,684	\$425,037	2,468
California	\$120,000,208	\$8,405,945	48,818
Colorado	\$10,859,799	\$760,723	4,418
Connecticut	\$7,932,575	\$555,673	3,227
Delaware	\$1,922,209	\$149,931	871
District of Columbia	\$1,973,348	\$138,232	803
Florida	\$53,270,412	\$3,731,561	21,671
Georgia	\$24,047,603	\$1,684,521	9,783
Hawaii	\$2,357,815	\$165,164	959
Idaho	\$3,566,489	\$249,830	1,451
Illinois	\$30,469,621	\$2,134,379	12,395
Indiana	\$13,618,422	\$953,962	5,540
Iowa	\$3,670,939	\$257,147	1,493
Kansas	\$4,614,871	\$323,269	1,877
Kentucky	\$13,197,513	\$924,477	5,369
Louisiana	\$10,605,200	\$742,889	4,314
Maine	\$2,687,582	\$188,263	1,093
Maryland	\$9,857,689	\$690,525	4,010
Massachusetts	\$13,525,014	\$947,419	5,502
Michigan	\$35,029,449	\$5,961,988	34,624
Minnesota	\$9,134,795	\$639,887	3,716
Mississippi	\$8,823,631	\$1,051,835	6,109
Missouri	\$14,003,193	\$980,916	5,697
Montana	\$2,348,495	\$164,511	955

	FY 12 Funding	FY 13 Sequester Cut	Fewer Adults Served
Nebraska	\$1,922,209	\$149,931	871
Nevada	\$8,978,521	\$628,939	3,653
New Hampshire	\$1,922,209	\$149,931	871
New Jersey	\$20,260,335	\$1,419,225	8,242
New Mexico	\$4,727,107	\$331,131	1,923
New York	\$45,779,283	\$3,206,813	18,624
North Carolina	\$22,178,866	\$1,553,617	9,023
North Dakota	\$1,922,209	\$149,931	871
Ohio	\$27,089,923	\$1,897,633	11,021
Oklahoma	\$6,289,462	\$440,573	2,559
Oregon	\$10,151,677	\$711,119	4,130
Pennsylvania	\$26,000,980	\$1,821,354	10,578
Puerto Rico	\$22,849,985	\$3,889,052	22,586
Rhode Island	\$3,182,636	\$222,941	1,295
South Carolina	\$12,076,612	\$845,960	4,913
South Dakota	\$1,922,209	\$149,931	871
Tennessee	\$15,406,376	\$1,079,208	6,268
Texas	\$52,386,229	\$3,669,624	21,311
Utah	\$4,258,913	\$58,204	338
Vermont	\$1,922,209	\$149,931	871
Virginia	\$11,977,315	\$839,003	4,873
Washington	\$15,738,264	\$1,102,456	6,403
West Virginia	\$4,670,162	\$327,142	1,900
Wisconsin	\$10,586,754	\$741,595	4,307
Wyoming	\$1,922,209	\$149,931	871
American Samoa	\$109,218	\$8,864	51
Guam	\$889,007	\$72,150	419
Northern Marianas	\$328,977	\$26,699	155
Palau	\$75,000	\$0	0
Virgin Islands	\$524,825	\$42,594	247
Total	\$770,810,637	\$60,122,637	349,165

WIA Dislocated Worker State Grants

	FY 12 Funding	FY 13 Sequester Cut	Fewer Dislocated Workers Served
Alabama	\$15,469,879	\$1,206,661	700
Alaska	\$1,617,337	\$126,153	73
Arizona	\$21,499,925	\$1,677,008	973
Arkansas	\$7,022,211	\$547,737	318
California	\$167,279,720	\$13,047,926	7,571
Colorado	\$16,138,114	\$1,258,783	730
Connecticut	\$12,425,813	\$969,222	562
Delaware	\$2,364,143	\$184,404	107
District of Columbia	\$2,584,544	\$201,596	117
Florida	\$77,488,229	\$6,044,132	3,507
Georgia	\$36,619,541	\$2,856,348	1,657

	FY 12 Funding	FY 13 Sequester Cut	Fewer Dislocated Workers Served
Hawaii	\$2,544,104	\$198,441	115
Idaho	\$4,848,656	\$378,199	219
Illinois	\$45,174,858	\$3,523,668	2,045
Indiana	\$19,764,183	\$1,541,619	895
Iowa	\$5,396,211	\$420,908	244
Kansas	\$6,269,130	\$488,996	284
Kentucky	\$14,426,545	\$1,125,280	653
Louisiana	\$10,053,020	\$784,142	455
Maine	\$3,411,860	\$266,128	154
Maryland	\$13,446,336	\$1,048,823	609
Massachusetts	\$18,123,153	\$1,413,617	820
Michigan	\$37,950,243	\$2,960,144	1,718
Minnesota	\$12,016,430	\$937,289	544
Mississippi	\$10,347,245	\$807,092	468
Missouri	\$19,339,341	\$1,508,481	875
Montana	\$2,228,454	\$173,821	101
Nebraska	\$1,769,045	\$137,987	80
Nevada	\$14,404,698	\$1,123,575	652
New Hampshire	\$2,023,863	\$157,863	92
New Jersey	\$30,891,644	\$2,409,568	1,398
New Mexico	\$4,691,620	\$365,949	212
New York	\$53,040,830	\$4,137,219	2,401
North Carolina	\$33,775,540	\$2,634,513	1,529
North Dakota	\$491,586	\$38,344	22
Ohio	\$37,410,700	\$2,918,059	1,693
Oklahoma	\$5,818,181	\$453,822	263
Oregon	\$14,179,357	\$1,105,999	642
Pennsylvania	\$33,628,882	\$2,623,074	1,522
Puerto Rico	\$13,792,527	\$1,075,826	624
Rhode Island	\$4,729,397	\$368,896	214
South Carolina	\$17,247,928	\$1,345,349	781
South Dakota	\$914,615	\$71,341	41
Tennessee	\$21,002,405	\$1,638,201	951
Texas	\$65,045,270	\$5,073,573	2,944
Utah	\$6,236,314	\$486,436	282
Vermont	\$1,060,351	\$82,708	48
Virginia	\$16,429,934	\$1,281,545	744
Washington	\$22,715,887	\$1,771,854	1,028
West Virginia	\$4,805,556	\$374,837	218
Wisconsin	\$15,286,735	\$1,192,376	692
Wyoming	\$909,374	\$70,932	41
American Samoa	\$174,596	\$14,170	8
Guam	\$1,421,166	\$115,341	67
Northern Marianas	\$525,903	\$42,682	25
Palau	\$119,895	\$0	0
Virgin Islands	\$838,985	\$68,092	40
Total	\$1,011,232,009	\$78,876,749	45,770

WIA Youth State Grants

	FY 12 Funding	FY 13 Sequestration Cut	Fewer Youth Served
Alabama	\$11,711,479	\$822,867	238
Alaska	\$2,024,817	\$157,937	46
Arizona	\$16,510,641	\$1,160,065	336
Arkansas	\$6,431,994	\$451,923	131
California	\$123,857,750	\$8,702,442	2,519
Colorado	\$11,882,561	\$834,888	242
Connecticut	\$8,794,724	\$617,932	179
Delaware	\$2,024,817	\$157,937	46
District of Columbia	\$2,323,591	\$163,259	47
Florida	\$53,892,125	\$3,786,547	1,096
Georgia	\$25,482,266	\$1,790,424	518
Hawaii	\$2,243,958	\$157,663	46
Idaho	\$4,027,145	\$282,954	82
Illinois	\$32,767,678	\$2,302,309	666
Indiana	\$15,457,182	\$1,086,047	314
Iowa	\$4,962,142	\$348,648	101
Kansas	\$5,511,824	\$387,269	112
Kentucky	\$12,676,374	\$890,663	258
Louisiana	\$11,409,318	\$801,637	232
Maine	\$2,831,274	\$198,930	58
Maryland	\$10,354,690	\$727,537	211
Massachusetts	\$15,009,154	\$1,054,568	305
Michigan	\$37,407,571	\$6,366,788	1,843
Minnesota	\$10,523,152	\$739,374	214
Mississippi	\$9,452,885	\$1,119,652	324
Missouri	\$15,108,428	\$1,061,542	307
Montana	\$2,405,630	\$169,022	49
Nebraska	\$2,207,155	\$155,078	45
Nevada	\$9,104,832	\$639,719	185
New Hampshire	\$2,024,817	\$157,937	46
New Jersey	\$20,322,861	\$1,427,917	413
New Mexico	\$4,918,291	\$345,567	100
New York	\$45,892,839	\$3,224,504	933
North Carolina	\$23,736,834	\$1,667,789	483
North Dakota	\$2,024,817	\$157,937	46
Ohio	\$29,136,945	\$2,047,208	593
Oklahoma	\$6,676,111	\$469,073	136
Oregon	\$10,760,018	\$756,016	219
Pennsylvania	\$28,346,353	\$1,991,660	576
Puerto Rico	\$21,476,993	\$3,655,396	1,058
Rhode Island	\$3,687,520	\$259,091	75
South Carolina	\$12,754,206	\$896,131	259
South Dakota	\$2,024,817	\$157,937	46
Tennessee	\$15,784,120	\$1,109,017	321

	FY 12 Funding	FY 13 Sequestration Cut	Fewer Youth Served
Texas	\$55,664,646	\$3,911,087	1,132
Utah	\$5,347,985	\$193,748	56
Vermont	\$2,024,817	\$157,937	46
Virginia	\$13,020,339	\$914,831	265
Washington	\$16,959,549	\$1,191,605	345
West Virginia	\$4,577,244	\$321,605	93
Wisconsin	\$12,342,748	\$867,221	251
Wyoming	\$2,024,817	\$157,937	46
American Samoa	\$117,112	\$9,480	3
Guam	\$953,260	\$77,163	22
Northern Marianas	\$352,754	\$28,554	8
Palau	\$75,000	\$0	0
Virgin Islands	\$562,757	\$45,553	13
Native American set-aside	\$12,365,295	\$964,500	279
Total	\$824,353,022	\$64,300,022	18,611

Job Corps

Job Corps provides economically at-risk youth with academic and vocational training that will help them secure a job, pursue more training or education, or join the military after graduating from the program. Since the first Job Corps center opened in 1965, the program has served more than 2 million at-risk youth. Currently, 60,000 students are enrolled in 125 centers across the country. Note: The analysis of impact on students is derived from the number of Job Corps enrollees who came from a particular state in Program Year 2011.

4,350

Fewer youth receiving education and training

For more information about Job Corps, click here: [Job Corps](#)

	FY 12 Funding	FY 13 Sequestration Cut	Fewer Youth Served
Alabama	\$23,560,030	\$1,837,680	91
Alaska	\$12,644,080	\$986,240	18
Arizona	\$16,586,410	\$1,293,740	74
Arkansas	\$26,443,790	\$2,062,620	62
California	\$133,291,090	\$10,396,700	293
Colorado	\$20,725,490	\$1,616,590	64
Connecticut	\$16,780,580	\$1,308,890	67
Delaware	\$5,328,560	\$415,630	33
District of Columbia	\$66,216,070	\$5,164,850	49
Florida	\$50,282,420	\$3,922,030	239
Georgia	\$16,692,660	\$1,302,030	220
Hawaii	\$10,599,290	\$826,740	21
Idaho	\$31,540,830	\$2,460,180	22
Illinois	\$21,718,930	\$1,694,080	123
Indiana	\$16,315,360	\$1,272,600	81
Iowa	\$8,858,530	\$690,970	37
Kansas	\$94,072,750	\$7,337,670	33
Kentucky	\$23,859,270	\$1,861,020	64
Louisiana	\$23,631,340	\$1,843,240	90
Maine	\$30,864,630	\$2,407,440	27
Maryland	\$42,027,460	\$3,278,140	102
Massachusetts	\$34,806,580	\$2,714,910	92
Michigan	\$10,501,750	\$819,140	98
Minnesota	\$32,166,100	\$2,508,960	27
Mississippi	\$53,489,360	\$4,172,170	99
Missouri	\$22,411,650	\$1,748,110	122
Montana	\$31,067,740	\$2,423,280	30
Nebraska	\$8,130,510	\$634,180	25
Nevada	\$21,480,620	\$1,675,490	43

	FY 12 Funding	FY 13 Sequestration Cut	Fewer Youth Served
New Hampshire	\$0	\$0	12
New Jersey	\$19,797,380	\$1,544,200	68
New Mexico	\$20,745,420	\$1,618,140	54
New York	\$75,047,420	\$5,853,700	244
North Carolina	\$3,399,830	\$265,190	114
North Dakota	\$45,578,350	\$3,555,110	23
Ohio	\$43,107,740	\$3,362,400	99
Oklahoma	\$49,452,270	\$3,857,280	124
Oregon	\$61,535,500	\$4,799,770	81
Pennsylvania	\$20,624,640	\$1,608,720	201
Puerto Rico	\$7,739,940	\$603,720	67
Rhode Island	\$9,818,570	\$765,850	16
South Carolina	\$7,634,710	\$595,510	46
South Dakota	\$19,383,810	\$1,511,940	23
Tennessee	\$96,622,440	\$7,536,550	88
Texas	\$42,477,600	\$3,313,250	357
Utah	\$10,106,890	\$788,340	63
Vermont	\$26,520,990	\$2,068,640	9
Virginia	\$19,040,370	\$1,485,150	82
Washington	\$36,661,620	\$2,859,610	130
West Virginia	\$21,236,850	\$1,656,470	19
Wisconsin	\$25,402,800	\$1,981,420	47
Wyoming*	\$1,049,000	\$81,820	9
American Samoa	\$0	\$0	3
Virgin Islands	\$0	\$0	16
Palau	\$0	\$0	2
Marshall Islands	\$0	\$0	6
Federated States of Micronesia	\$0	\$0	1
Total	\$1,569,078,020	\$122,388,100	4,350

* Although a Job Corps center in Wyoming has not opened, Job Corps funding is distributed to Wyoming because an Outreach and Recruitment contract is based there.

Employment Service

The Employment Service is a central component of the workforce development system and is the only free, public labor exchange system in the country that connects jobseekers with employment opportunities within local and regional economies. Through the “one stop” system, the program helps disadvantaged populations obtain employment. It also serves middle- and high-skill workers who are unemployed for the first time and need assistance in understanding their local job market and career opportunities available to them. Employment Service funding is allotted by formula to States and then is distributed to local employment service offices.

1,216,690

Fewer jobseekers receiving employment assistance

For more information about the Employment Service, click here: [Employment Service](#)

	FY 12 Funding	FY 13 Sequester Cut	Fewer Jobseekers Served
Alabama	\$9,114,728	\$702,929	15,645
Alaska	\$7,618,486	\$594,244	13,226
Arizona	\$13,416,510	\$1,034,684	23,029
Arkansas	\$5,641,422	\$442,379	9,846
California	\$83,874,952	\$6,468,449	143,967
Colorado	\$11,123,996	\$857,884	19,094
Connecticut	\$7,886,732	\$608,227	13,537
Delaware	\$1,957,574	\$152,691	3,398
District of Columbia	\$2,361,773	\$189,273	4,213
Florida	\$41,597,929	\$3,251,190	72,361
Georgia	\$20,518,463	\$1,582,443	35,220
Hawaii	\$2,474,455	\$194,261	4,324
Idaho	\$6,347,555	\$495,111	11,020
Illinois	\$28,905,034	\$2,265,654	50,426
Indiana	\$13,614,524	\$1,071,799	23,855
Iowa	\$6,439,570	\$505,782	11,257
Kansas	\$5,924,673	\$464,682	10,342
Kentucky	\$9,063,496	\$698,977	15,557
Louisiana	\$8,712,855	\$688,843	15,331
Maine	\$3,774,830	\$294,438	6,553
Maryland	\$11,687,183	\$912,478	20,309
Massachusetts	\$14,148,935	\$1,108,181	24,665
Michigan	\$23,547,173	\$1,883,321	41,917
Minnesota	\$11,868,691	\$934,318	20,795
Mississippi	\$6,118,274	\$480,028	10,684
Missouri	\$12,837,723	\$1,004,546	22,358
Montana	\$5,187,254	\$404,608	9,005
Nebraska	\$6,234,060	\$486,259	10,823

	FY 12 Funding	FY 13 Sequester Cut	Fewer Jobseekers Served
Nevada	\$6,505,421	\$509,992	11,351
New Hampshire	\$2,803,840	\$220,676	4,912
New Jersey	\$19,163,297	\$1,477,876	32,893
New Mexico	\$5,821,012	\$454,041	10,106
New York	\$39,748,915	\$3,117,877	69,394
North Carolina	\$19,836,199	\$1,550,972	34,520
North Dakota	\$5,282,176	\$412,011	9,170
Ohio	\$25,946,567	\$2,048,860	45,601
Oklahoma	\$6,779,019	\$533,685	11,878
Oregon	\$8,758,927	\$686,806	15,286
Pennsylvania	\$26,310,462	\$2,065,395	45,969
Puerto Rico	\$7,686,516	\$615,999	13,710
Rhode Island	\$2,618,648	\$205,481	4,573
South Carolina	\$9,785,215	\$768,108	17,096
South Dakota	\$4,881,946	\$380,793	8,475
Tennessee	\$13,308,517	\$1,026,356	22,843
Texas	\$49,945,739	\$3,851,823	85,729
Utah	\$7,113,078	\$570,043	12,687
Vermont	\$2,286,981	\$178,385	3,970
Virginia	\$15,905,779	\$1,226,657	27,302
Washington	\$14,673,520	\$1,131,624	25,186
West Virginia	\$5,587,868	\$435,856	9,701
Wisconsin	\$12,597,349	\$990,211	22,039
Wyoming	\$3,787,650	\$295,438	6,576
Guam	\$327,940	\$25,579	569
Virgin Islands	\$1,380,469	\$107,677	2,397
Total	\$700,841,900	\$54,665,900	1,216,690

Veterans Employment and Training

The Jobs for Veterans State Grants Program provides grants on a formula basis to State workforce agencies. This funding is used to increase employment opportunities for veterans. In June 2012, veterans who served in our military in or after September 2001 had an unemployment rate of 9.5 percent, a rate 17 percent higher than nonveterans.

51,419

Fewer veterans served

For more information on the Jobs for Veterans State grants program, click here: [Veterans Employment and Training](#)

	FY 12 Funding	FY 13 Sequestration Cut	Fewer Veterans Served
Alabama	\$2,414,000	\$188,000	752
Alaska	\$550,000	\$43,000	528
Arizona	\$3,583,000	\$279,000	797
Arkansas	\$1,362,000	\$107,000	701
California	\$18,528,000	\$1,445,000	1,563
Colorado	\$3,053,000	\$238,000	609
Connecticut	\$1,803,000	\$141,000	197
Delaware	\$544,000	\$42,000	162
District of Columbia	\$550,000	\$43,000	64
Florida	\$11,202,000	\$874,000	3,232
Georgia	\$5,857,000	\$457,000	3,031
Hawaii	\$629,000	\$49,000	248
Idaho	\$779,000	\$60,000	346
Illinois	\$6,652,000	\$519,000	2,008
Indiana	\$3,585,000	\$280,000	658
Iowa	\$1,451,000	\$113,000	496
Kansas	\$1,467,000	\$114,000	229
Kentucky	\$2,417,000	\$188,000	715
Louisiana	\$2,049,000	\$160,000	262
Maine	\$803,000	\$63,000	631
Maryland	\$2,868,000	\$224,000	689
Massachusetts	\$2,982,000	\$233,000	764
Michigan	\$5,738,000	\$447,000	1,357
Minnesota	\$2,747,000	\$214,000	281
Mississippi	\$1,495,000	\$117,000	634
Missouri	\$3,317,000	\$258,000	1,178
Montana	\$550,000	\$43,000	1,342
Nebraska	\$871,000	\$68,000	497
Nevada	\$1,816,000	\$142,000	1,009
New Hampshire	\$743,000	\$58,000	171
New Jersey	\$3,686,000	\$287,000	1,476
New Mexico	\$1,017,000	\$79,000	491
New York	\$7,841,000	\$611,000	2,151

	FY 12 Funding	FY 13 Sequestration Cut	Fewer Veterans Served
North Carolina	\$5,446,000	\$425,000	4,989
North Dakota	\$550,000	\$43,000	271
Ohio	\$6,752,000	\$527,000	395
Oklahoma	\$1,930,000	\$151,000	387
Oregon	\$2,274,000	\$178,000	1,220
Pennsylvania	\$6,181,000	\$482,000	750
Puerto Rico	\$544,000	\$42,000	10
Rhode Island	\$651,000	\$51,000	148
South Carolina	\$2,702,000	\$211,000	950
South Dakota	\$550,000	\$43,000	368
Tennessee	\$3,574,000	\$278,000	1,645
Texas	\$11,573,000	\$903,000	6,279
Utah	\$1,092,000	\$86,000	343
Vermont	\$544,000	\$42,000	304
Virginia	\$4,537,000	\$353,000	1,104
Washington	\$4,194,000	\$327,000	1,727
West Virginia	\$877,000	\$69,000	324
Wisconsin	\$2,965,000	\$231,000	508
Wyoming	\$544,000	\$42,000	322
American Samoa	\$0	\$0	0
Guam	\$69,000	\$5,000	47
Northern Mariana Islands	\$0	\$0	0
Virgin Islands	\$58,000	\$5,000	59
Native American set-aside	\$0	\$0	0
Total	\$162,556,000	\$12,678,000	51,419

Social Security Administration

Social Security is the centerpiece of America's social safety net, providing insurance against poverty from old age, the loss of a loved one, or a debilitating disability. The Social Security Administration (SSA) is responsible for administering the Old-Age and Survivors Insurance, Disability Insurance, and Supplemental Security Income programs, as well as supporting in the administration of Medicare.

In fiscal year 2012 SSA's had an administrative budget of \$11.45 billion. This represents less than 1.5% of the over \$800 billion it will pay in benefits. The sequester would cut SSA's administrative budget by \$890 million in fiscal year 2013. As a result, in fiscal year 2013 SSA would lose 5,000 staff through attrition and the loss of temporary hires. In addition, SSA's approximately 65,000 employees and 15,000 State Disability Determinations Services employees would face approximately 6 weeks of furloughs.

6 Weeks

Of employee furloughs when Social Security offices will be closed for business

Degradation of Basic Services

Nationwide, this budget cut and continued loss of staff would force millions of Americans filing for retirement and disability benefits to wait longer for the benefits they've earned, and backlogs of those with pending disability claims and hearings could reach record levels.

The processing time for the 3.2 million Americans who will file disability claims would increase from 111 days in fiscal year 2012 to an estimated 180 days in fiscal year 2013. The number of pending disability claims would increase from 861,000 in fiscal year 2012 to almost 1.5 million by the end of fiscal year 2013. As field offices and telephone-service centers close their doors for 30 days throughout the year, the waiting time for the 45 million field office visitors and 63 million 1-800 number callers would increase dramatically.

111 days ➡ 180 days

Increase in average disability claim processing time

Combating Waste, Fraud, and Abuse

This year the SSA will conduct 435,000 continuing disability reviews, to ensure individuals receiving disability benefits are still disabled, and 2.4 million SSI redeterminations, to ensure individuals receiving SSI still meet income and resources

\$500 million

Lost program integrity savings

limitations. Combined, these two program integrity activities are expected to save \$5.9 billion over 10 years, approximately \$8 for each \$1 spent. Under the sequester, SSA would be able to conduct 35,000 fewer continuing disability reviews and 500,000 fewer SSI redeterminations. This would cost the Federal government \$500 million over 10 years from otherwise preventable waste, fraud, and abuse.

State-by-State Tables



Alabama

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$126,116,169	\$9,837,061	330 Head Start jobs lost and 1,584 fewer children served
Child Care and Development Block Grant	\$42,841,727	\$3,341,655	1,253 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,460,552	\$893,923	29,046 fewer women, children, and families served
AIDS Drug Assistance Program	\$14,227,291	\$1,109,729	185 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$3,302,581	\$257,601	6,440 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,232,272	\$174,117	691 fewer women screened for cancer
Childhood Immunization Grants	\$2,888,000	\$225,264	3,297 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$9,103,210	\$722,385	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification	\$5,130,748	\$400,198	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$47,081,144	\$2,289,831	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$12,363,601	\$964,361	27,057 fewer low-income individuals served
Family Violence Prevention and Services	\$381,901	\$29,788	879 domestic violence victims not served and 680 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$23,669,104	\$1,846,190	1,694 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$12,748,557	\$994,387	Less funding to provide congregate and home-delivered meals to needy seniors
Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$230,985,442	\$18,021,709	248 education jobs lost, 33,837 fewer students served, and 73 fewer schools receive grant funds
School Improvement Grants	\$8,125,392	\$633,780	1 fewer schools receive grant funds and 570 fewer students served
Improving Teacher Quality State Grants	\$38,660,157	\$3,197,904	3,371 fewer teachers, serving 53,161 students, receive professional development
21st Century Community Learning Centers	\$17,422,148	\$1,358,928	11 fewer centers and 881 fewer students served
Impact Aid	\$2,705,695	\$211,044	3 education jobs lost
Special Education Grants to States	\$181,561,826	\$14,096,777	170 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$5,485,537	\$420,358	5 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$6,160,058	\$482,091	242 fewer infants and children served
English Language Acquisition State Grants	\$3,881,821	\$305,814	1,468 fewer students served
State Grants for Career and Technical Education	\$19,175,065	\$0*	
Federal Work Study	\$15,006,608	\$800,352	432 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$12,108,313	\$1,005,387	1,466 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13 Sequester Cut	Impact
WIA Adult State Grants	\$11,433,310	\$800,897	4,651 fewer adults served
WIA Dislocated Worker State Grants	\$15,469,879	\$1,206,661	700 fewer dislocated workers served
WIA Youth State Grants	\$11,711,479	\$822,867	238 fewer at-risk youth served
Employment Service	\$9,114,728	\$702,929	15,645 fewer jobseekers served
Job Corps	\$23,560,030	\$1,837,680	91 fewer at-risk youth served
Veterans Employment and Training	\$2,414,000	\$188,000	752 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Alaska

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$14,419,094	\$1,124,689	38 Head Start jobs lost and 180 fewer children served
Child Care and Development Block Grant	\$4,533,086	\$353,581	215 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,091,945	\$85,172	37,504 fewer women, children, and families served
AIDS Drug Assistance Program	\$809,434	\$63,136	11 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,077,036	\$84,009	2,100 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$3,037,037	\$236,889	940 fewer women screened for cancer
Breast and Cervical Cancer Screening	\$561,519	\$43,798	174 fewer women screened for cancer in the Artic Slope Native Association
Breast and Cervical Cancer Screening	\$670,000	\$52,260	207 fewer women screened for cancer by the Southeast Alaska Regional Health Corporation
Breast and Cervical Cancer Screening	\$1,322,326	\$103,141	409 fewer women screened for cancer by the Southcentral Foundation
Breast and Cervical Cancer Screening	\$615,000	\$47,970	190 fewer women screened for cancer by the Yukon-Kuskokwim Health Corporation
Childhood Immunization Grants	\$1,918,000	\$149,604	2,190 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,197,971	\$276,861	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification	\$934,756	\$72,911	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$10,641,099	\$878,293	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$2,630,144	\$205,151	1,271 fewer low-income individuals served
Family Violence Prevention and Services	\$965,349	\$75,297	731 domestic violence victims not served and 938 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$4,903,771	\$382,494	649 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,599,752	\$280,781	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$37,233,204	\$2,080,759	29 education jobs lost, 2,449 fewer students served, and 16 fewer schools receive grant funds
School Improvement Grants	\$1,516,550	\$118,291	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 16,029 students, receive professional development

21st Century Community Learning Centers	\$5,643,199	\$440,170	4 fewer centers and 378 fewer students served
Impact Aid	\$141,678,576	\$11,050,929	166 education jobs lost
Special Education Grants to States	\$36,471,208	\$3,034,178	37 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$1,237,190	\$96,150	1 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$2,170,499	\$169,868	55 fewer infants and children served
English Language Acquisition State Grants	\$1,056,803	\$83,256	1,211 fewer students served
State Grants for Career and Technical Education	\$4,214,921	\$0*	
Federal Work Study	\$703,125	\$33,224	15 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$802,042	\$40,816	131 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$1,617,337	\$126,153	73 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$7,618,486	\$594,244	13,226 fewer jobseekers served
Job Corps	\$12,644,080	\$986,240	18 fewer at-risk youth served
Veterans Employment and Training	\$550,000	\$43,000	528 fewer veterans served

*No funding reduction because of "hold harmless" provision in authorizing statute.

Arizona

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$122,132,816	\$9,526,360	316 Head Start jobs lost and 1,517 fewer children served
Child Care and Development Block Grant	\$56,867,397	\$4,435,657	1,412 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$6,808,014	\$531,025	102,178 fewer women, children, and families served
AIDS Drug Assistance Program	\$12,183,295	\$950,297	159 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$3,711,339	\$289,484	7,237 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,600,486	\$202,838	805 fewer women screened for cancer
Breast and Cervical Cancer Screening	\$516,917	\$40,320	160 fewer women screened for cancer in the Hopi tribe
Breast and Cervical Cancer Screening	\$871,458	\$67,974	270 fewer women screened for cancer in the Navajo Nation
Childhood Immunization Grants	\$3,514,000	\$274,092	4,012 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,931,236	\$966,057	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$4,052,915	\$316,127	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$21,904,148	\$1,008,442	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$5,504,936	\$429,385	16,598 fewer low-income individuals served
Family Violence Prevention and Services	\$2,037,454	\$158,921	508 domestic violence victims not served and 765 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$37,009,944	\$2,886,776	7,606 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$15,426,259	\$1,203,248	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$316,417,624	\$24,926,187	343 education jobs lost, 27,367 fewer students served, and 96 fewer schools receive grant funds
School Improvement Grants	\$10,482,548	\$817,639	2 fewer schools receive grant funds and 735 fewer students served
Improving Teacher Quality State Grants	\$38,320,791	\$4,210,702	4,438 fewer teachers, serving 92,089 students, receive professional development
21st Century Community Learning Centers	\$24,198,421	\$1,887,476	16 fewer centers and 4,454 fewer students served
Impact Aid	\$175,235,404	\$13,668,362	205 education jobs lost

Special Education Grants to States	\$188,005,122	\$15,875,179	192 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$5,233,837	\$454,072	5 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$10,077,722	\$788,757	415 fewer infants and children served
English Language Acquisition State Grants	\$18,302,619	\$1,441,903	8,770 fewer students served
State Grants for Career and Technical Education	\$24,305,238	\$4,602,655	60,998 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$10,545,011	\$1,014,556	513 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$18,118,645	\$2,298,810	3,609 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$15,820,881	\$1,108,243	6,436 fewer adults served
WIA Dislocated Worker State Grants	\$21,499,925	\$1,677,008	973 fewer dislocated workers served
WIA Youth State Grants	\$16,510,641	\$1,160,065	336 fewer at-risk youth served
Employment Service	\$13,416,510	\$1,034,684	23,029 fewer jobseekers served
Job Corps	\$16,586,410	\$1,293,740	74 fewer at-risk youth served
Veterans Employment and Training	\$3,583,000	\$279,000	797 fewer veterans served

Arkansas

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$75,414,696	\$5,882,346	198 Head Start jobs lost and 949 fewer children served
Child Care and Development Block Grant	\$28,143,488	\$2,195,192	659 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$6,937,391	\$541,116	107,366 fewer women, children, and families served
AIDS Drug Assistance Program	\$4,869,589	\$379,828	63 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,672,521	\$130,457	3,261 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,365,779	\$184,531	732 fewer women screened for cancer
Childhood Immunization Grants	\$1,563,000	\$121,914	1,784 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,741,223	\$440,697	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$5,367,433	\$418,660	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$28,537,364	\$1,759,363	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$9,167,693	\$715,080	17,957 fewer low-income individuals served
Family Violence Prevention and Services	\$1,381,543	\$107,760	705 domestic violence victims not served and 328 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$13,234,062	\$1,032,257	592 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$8,905,848	\$694,656	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$155,861,434	\$12,013,450	165 education jobs lost, 21,004 fewer students served, and 62 fewer schools receive grant funds
School Improvement Grants	\$5,382,593	\$419,842	1 fewer schools receive grant funds and 378 fewer students served
Improving Teacher Quality State Grants	\$23,383,150	\$1,941,823	2,047 fewer teachers, serving 26,406 students, receive professional development
21st Century Community Learning Centers	\$11,915,040	\$929,373	9 fewer centers and 1190 fewer students served
Impact Aid	\$368,334	\$28,730	
Special Education Grants to States	\$111,979,248	\$8,906,480	107 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$5,261,053	\$391,710	5 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$4,004,782	\$313,428	252 fewer infants and children served
English Language Acquisition State Grants	\$3,112,455	\$245,203	2,105 fewer students served
State Grants for Career and Technical Education	\$11,421,660	\$17,865	309 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$8,122,911	\$246,704	170 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$4,634,089	\$328,233	589 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$6,067,684	\$425,037	2,468 fewer adults served
WIA Dislocated Worker State Grants	\$7,022,211	\$547,737	318 fewer dislocated workers served
WIA Youth State Grants	\$6,431,994	\$451,923	131 fewer at-risk youth served
Employment Service	\$5,641,422	\$442,379	9,846 fewer jobseekers served
Job Corps	\$26,443,790	\$2,062,620	62 fewer at-risk youth served
Veterans Employment and Training	\$1,362,000	\$107,000	701 fewer veterans served

California

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$961,007,656	\$74,958,597	2,480 Head Start jobs lost and 11,902 fewer children served
Child Care and Development Block Grant	\$244,004,509	\$19,032,352	5,172 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$41,389,219	\$3,228,359	396,019 fewer women, children, and families served
AIDS Drug Assistance Program	\$124,357,140	\$9,699,857	1,621 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$17,504,189	\$1,365,327	34,133* fewer people tested for HIV statewide
HIV Prevention and Testing	\$14,264,539	\$1,112,634	27,816 fewer people tested for HIV in Los Angeles
HIV Prevention and Testing	\$7,655,336	\$597,116	14,928 fewer people tested for HIV in San Francisco
Breast and Cervical Cancer Screening	\$6,878,103	\$536,492	2,129 fewer women screened for cancer
Childhood Immunization Grants	\$21,604,000	\$1,685,112	24,665 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$42,839,937	\$4,146,439	Reduced ability for the State to respond to biological, radiological, chemical, and natural emergencies
Public Health Emergency Preparedness Grants	\$20,059,493	\$1,515,329	Reduced ability for Los Angeles to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$42,635,006	\$3,325,530	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$153,259,035	\$12,264,177	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$60,113,871	\$4,688,882	261,521 fewer low-income individuals served
Family Violence Prevention and Services	\$7,860,844	\$613,146	7,184 domestic violence victims not served and 8,680 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$248,892,428	\$19,413,608	14,919 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$77,482,961	\$6,043,671	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$1,653,520,233	\$139,618,811	1,920 education jobs lost, 296,172 fewer students served, and 506 fewer schools receive grant funds
School Improvement Grants	\$61,828,852	\$4,822,650	9 fewer schools receive grant funds and 4,337 fewer students served
Improving Teacher Quality State Grants	\$270,253,991	\$22,736,783	23,967 fewer teachers, serving 474,547 students, receive professional development

21st Century Community Learning Centers	\$124,077,384	\$9,678,035	71 fewer centers and 37,349 fewer students served
Impact Aid	\$63,502,594	\$4,953,202	74 education jobs lost
Special Education Grants to States	\$1,224,661,066	\$99,380,923	1,199 jobs no longer supported by Federal funding to States
Special Education Preschool State Grants	\$37,657,903	\$3,233,960	39 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$54,039,265	\$4,229,182	2,407 fewer infants and children served
English Language Acquisition State Grants	\$161,603,338	\$12,731,312	113,574 fewer students served
State Grants for Career and Technical Education	\$123,513,546	\$15,327,624	331,676 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$104,833,927	\$10,235,616	5,751 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$76,895,168	\$6,691,712	14,976 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$120,000,208	\$8,405,945	48,818 fewer adults served
WIA Dislocated Worker State Grants	\$167,279,720	\$13,047,926	7,571 fewer dislocated workers served
WIA Youth State Grants	\$123,857,750	\$8,702,442	2,519 fewer at-risk youth served
Employment Service	\$83,874,952	\$6,468,449	143,967 fewer jobseekers served
Job Corps	\$133,291,090	\$10,396,700	293 fewer at-risk youth served
Veterans Employment and Training	\$18,528,000	\$1,445,000	1,563 fewer veterans served

* Funding for San Francisco and Los Angeles shown separately

Colorado

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$81,054,790	\$6,322,274	212 Head Start jobs lost and 1,016 fewer children served
Child Care and Development Block Grant	\$28,442,448	\$2,218,511	781 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$7,115,244	\$554,989	28,494 fewer women, children, and families served
AIDS Drug Assistance Program	\$11,721,327	\$914,264	153 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$4,240,679	\$330,773	8,269 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$3,681,532	\$287,159	1,140 fewer women screened for cancer
Childhood Immunization Grants	\$3,063,000	\$238,914	3,497 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$9,810,527	\$760,087	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$5,547,917	\$432,738	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$47,308,286	\$4,312,838	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$5,856,056	\$456,772	13,700 fewer low-income individuals served
Family Violence Prevention and Services	\$1,780,301	\$138,863	2,766 domestic violence victims not served and 4,974 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$26,103,262	\$2,036,054	4,256 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$10,178,784	\$793,945	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$147,752,993	\$13,482,192	185 education jobs lost, 18,491 fewer students served, and 59 fewer schools receive grant funds
School Improvement Grants	\$5,279,918	\$411,834	1 fewer school receives grant funds and 370 fewer students served
Improving Teacher Quality State Grants	\$27,122,152	\$2,448,943	2,581 fewer teachers, serving 43800 students, receive professional development
21st Century Community Learning Centers	\$11,717,063	\$913,931	6 fewer centers and 1175 fewer students served
Impact Aid	\$18,994,093	\$1,481,539	22 education jobs lost
Special Education Grants to States	\$154,234,781	\$12,819,778	155 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$4,852,632	\$374,961	5 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$7,091,150	\$554,975	422 fewer infants and children served
English Language Acquisition State Grants	\$9,901,318	\$780,038	8,381 fewer students served
State Grants for Career and Technical Education	\$15,419,857	\$2,020,289	17,500 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$12,694,352	\$1,179,553	664 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$10,253,259	\$1,063,426	1,822 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$10,859,799	\$760,723	4,418 fewer adults served
WIA Dislocated Worker State Grants	\$16,138,114	\$1,258,783	730 fewer dislocated workers served
WIA Youth State Grants	\$11,882,561	\$834,888	242 fewer at-risk youth served
Employment Service	\$11,123,996	\$857,884	19,094 fewer jobseekers served
Job Corps	\$20,725,490	\$1,616,590	64 fewer at-risk youth served
Veterans Employment and Training	\$3,053,000	\$238,000	609 fewer veterans served

Connecticut

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$58,941,861	\$4,597,465	153 Head Start jobs lost and 735 fewer children served
Child Care and Development Block Grant	\$14,940,222	\$1,165,337	421 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$4,653,966	\$363,009	66,604 fewer women, children, and families served
AIDS Drug Assistance Program	\$10,972,770	\$855,876	143 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$5,454,822	\$425,476	10,637 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,192,129	\$92,986	369 fewer women screened for cancer
Childhood Immunization Grants	\$2,147,000	\$167,466	2,451 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$7,916,637	\$540,171	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$6,407,982	\$499,823	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$79,531,964	\$5,626,249	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$8,132,631	\$634,345	34,063 fewer low-income individuals served
Family Violence Prevention and Services	\$1,505,736	\$117,447	1,533 domestic violence victims not served and 1,385 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$16,883,413	\$1,316,906	2,914 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$9,291,371	\$724,727	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$105,079,994	\$9,128,434	126 education jobs lost, 9,361 fewer students served, and 43 fewer schools receive grant funds
School Improvement Grants	\$3,663,102	\$285,722	1 fewer school receives grant funds and 257 fewer students served
Improving Teacher Quality State Grants	\$22,557,047	\$1,444,001	1,522 fewer teachers, serving 19,695 students, receive professional development
21st Century Community Learning Centers	\$8,021,705	\$625,693	7 fewer centers and 949 fewer students served
Impact Aid	\$4,281,262	\$333,939	5 education jobs lost
Special Education Grants to States	\$132,768,017	\$9,983,876	120 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$4,810,505	\$358,164	4 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$4,052,879	\$317,207	352 fewer infants and children served
English Language Acquisition State Grants	\$5,765,202	\$454,190	2,363 fewer students served
State Grants for Career and Technical Education	\$9,403,428	\$1,048,689	14,757 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$11,462,369	\$843,929	735 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$8,665,316	\$525,228	850 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$7,932,575	\$555,673	3,227 fewer adults served
WIA Dislocated Worker State Grants	\$12,425,813	\$969,222	562 fewer dislocated workers served
WIA Youth State Grants	\$8,794,724	\$617,932	179 fewer at-risk youth served
Employment Service	\$7,886,732	\$608,227	13,537 fewer jobseekers served
Job Corps	\$16,780,580	\$1,308,890	67 fewer at-risk youth served
Veterans Employment and Training	\$1,803,000	\$141,000	197 fewer veterans served

Delaware

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$15,390,494	\$1,200,459	40 Head Start jobs lost and 194 fewer children served
Child Care and Development Block Grant	\$5,529,727	\$431,319	285 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,940,853	\$151,387	2,843 fewer women, children, and families served
AIDS Drug Assistance Program	\$3,146,550	\$245,431	41 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,405,574	\$109,635	2,741 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,049,867	\$81,890	325 fewer women screened for cancer
Childhood Immunization Grants	\$513,000	\$40,014	586 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,409,756	\$135,709	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,024,656	\$79,923	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$11,956,809	\$746,778	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,561,406	\$277,790	822 fewer low-income individuals served
Family Violence Prevention and Services	\$1,000,767	\$78,060	69 domestic violence victims not served and 124 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$6,670,567	\$520,304	517 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,849,236	\$300,240	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$43,431,372	\$2,058,143	28 education jobs lost, 3,646 fewer students served, and 6 fewer schools receive grant funds
School Improvement Grants	\$1,484,496	\$115,791	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 14,445 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	4 fewer centers and 295 fewer students served
Impact Aid	\$22,276	\$1,738	
Special Education Grants to States	\$34,446,453	\$2,908,663	35 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$1,230,715	\$95,853	1 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	70 fewer infants and children served
English Language Acquisition State Grants	\$1,230,843	\$96,967	545 fewer students served
State Grants for Career and Technical Education	\$4,681,061	\$365,123	2,829 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$1,237,545	\$76,845	82 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$1,529,480	\$89,087	232 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$2,364,143	\$184,404	107 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$1,957,574	\$152,691	3,398 fewer jobseekers served
Job Corps	\$5,328,560	\$415,630	33 fewer at-risk youth served
Veterans Employment and Training	\$544,000	\$42,000	162 fewer veterans served

District of Columbia

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$27,955,348	\$2,180,517	73 Head Start jobs lost and 349 fewer children served
Child Care and Development Block Grant	\$2,962,184	\$231,050	84 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$7,028,787	\$548,245	13,098 fewer women, children, and families served
AIDS Drug Assistance Program	\$15,234,729	\$1,188,309	199 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$6,479,212	\$505,379	12,634 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$510,020	\$39,782	158 fewer women screened for cancer
Childhood Immunization Grants	\$502,000	\$39,156	573 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,336,749	\$90,941	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,201,179	\$93,692	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$10,687,141	\$882,093	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$11,077,094	\$864,013	7,707 fewer low-income individuals served
Family Violence Prevention and Services	\$944,874	\$73,700	24 domestic violence victims not served
Substance Abuse Prevention and Treatment	\$6,670,567	\$520,304	472 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,845,023	\$299,912	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$46,617,745	\$2,635,653	36 education jobs lost, 3,705 fewer students served, and 10 fewer schools receive grant funds
School Improvement Grants	\$1,539,227	\$120,060	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 11,670 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	3 fewer centers and 341 fewer students served
Impact Aid	\$944,414	\$73,665	1 education job lost
Special Education Grants to States	\$17,319,779	\$1,462,485	18 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$238,633	\$24,263	Less Federal support for pre-school programs

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	31 fewer infants and children served
English Language Acquisition State Grants	\$778,577	\$61,338	372 fewer students served
State Grants for Career and Technical Education	\$4,214,921	\$0*	
Federal Work Study	\$12,037,983	\$1,501,355	793 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$7,182,246	\$819,296	787 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,973,348	\$138,232	803 fewer adults served
WIA Dislocated Worker State Grants	\$2,584,544	\$201,596	117 fewer dislocated workers served
WIA Youth State Grants	\$2,323,591	\$163,259	47 fewer at-risk youth served
Employment Service	\$2,361,773	\$189,273	4,213 fewer jobseekers served
Job Corps	\$66,216,070	\$5,164,850	49 fewer at-risk youth served
Veterans Employment and Training	\$550,000	\$43,000	64 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Florida

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$314,303,816	\$24,515,698	816 Head Start jobs lost and 3915 fewer children served
Child Care and Development Block Grant	\$121,009,572	\$9,438,747	4,634 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$18,474,161	\$1,440,985	66,014 fewer women, children, and families served
AIDS Drug Assistance Program	\$105,949,179	\$8,264,036	1,381 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$28,707,460	\$2,239,182	55,980 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$4,800,000	\$374,400	1,486 fewer women screened for cancer
Childhood Immunization Grants	\$10,186,000	\$794,508	11,629 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$29,547,908	\$2,841,533	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$12,281,411	\$957,950	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$78,019,715	\$3,591,942	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$19,595,462	\$1,528,446	55,802 fewer low-income individuals served
Family Violence Prevention and Services	\$4,378,984	\$341,561	4,436 domestic violence victims not served and 8,163 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$99,581,639	\$7,767,368	15,906 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$54,797,662	\$4,274,218	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$735,494,836	\$65,829,655	905 education jobs lost, 118,166 fewer students served, and 162 fewer schools receive grant funds
School Improvement Grants	\$26,815,090	\$2,091,577	4 fewer schools receive grant funds and 1,881 fewer students served
Improving Teacher Quality State Grants	\$109,847,566	\$10,167,198	10,717 fewer teachers, serving 153,575 students, receive professional development
21st Century Community Learning Centers	\$58,059,259	\$4,528,622	26 fewer centers and 5107 fewer students served
Impact Aid	\$5,668,284	\$442,126	7 education jobs lost
Special Education Grants to States	\$631,152,474	\$49,159,935	593 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$18,101,998	\$1,392,281	17 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$22,745,155	\$1,780,055	1,030 fewer infants and children served
English Language Acquisition State Grants	\$43,010,932	\$3,388,455	19,460 fewer students served
State Grants for Career and Technical Education	\$61,373,632	\$11,622,253	99,453 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$39,624,663	\$5,137,287	2,646 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$35,269,137	\$4,271,140	9,747 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$53,270,412	\$3,731,561	21,671 fewer adults served
WIA Dislocated Worker State Grants	\$77,488,229	\$6,044,132	3,507 fewer dislocated workers served
WIA Youth State Grants	\$53,892,125	\$3,786,547	1,096 fewer at-risk youth served
Employment Service	\$41,597,929	\$3,251,190	72,361 fewer jobseekers served
Job Corps	\$50,282,420	\$3,922,030	239 fewer at-risk youth served
Veterans Employment and Training	\$11,202,000	\$874,000	3,232 fewer veterans served

Georgia

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$199,225,857	\$15,539,617	518 Head Start jobs lost and 2,486 fewer children served
Child Care and Development Block Grant	\$92,991,494	\$7,253,337	3,302 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$15,881,443	\$1,238,753	78,728 fewer women, children, and families served
AIDS Drug Assistance Program	\$42,315,784	\$3,300,631	553 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$4,514,127	\$352,102	8,803 fewer people tested for HIV in Fulton County
HIV Prevention and Testing	\$6,910,211	\$538,996	13,475* fewer people tested for HIV statewide
Breast and Cervical Cancer Screening	\$4,130,000	\$322,140	1,278 fewer women screened for cancer
Childhood Immunization Grants	\$5,712,000	\$445,536	6,521 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$16,224,868	\$1,464,142	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$6,272,498	\$489,255	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$61,702,366	\$2,840,710	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$18,136,089	\$1,414,615	29,598 fewer low-income individuals served
Family Violence Prevention and Services	\$2,659,313	\$207,426	3,668 domestic violence victims not served and 5,565 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$50,140,789	\$3,910,982	4,033 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$19,183,738	\$1,496,332	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$504,014,567	\$38,826,648	534 education jobs lost, 75,996 fewer students served, and 118 fewer schools receive grant funds
School Improvement Grants	\$17,231,799	\$1,344,080	3 fewer schools receive grant funds and 1,209 fewer students served
Improving Teacher Quality State Grants	\$64,203,436	\$6,488,463	6839 fewer teachers, serving 98,413 students, receive professional development
21st Century Community Learning Centers	\$40,361,648	\$3,148,208	23 fewer centers and 2,817 fewer students served
Impact Aid	\$21,767,951	\$1,697,901	25 education jobs lost
Special Education Grants to States	\$328,077,843	\$27,603,658	333 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$9,597,428	\$770,585	9 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$14,618,917	\$1,144,103	471 fewer infants and children served
English Language Acquisition State Grants	\$15,210,575	\$1,198,308	5,815 fewer students served
State Grants for Career and Technical Education	\$37,580,242	\$7,116,526	86,898 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$20,394,307	\$2,280,920	1,384 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$17,123,929	\$1,964,406	3,882 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$24,047,603	\$1,684,521	9,783 fewer adults served
WIA Dislocated Worker State Grants	\$36,619,541	\$2,856,348	1,657 fewer dislocated workers served
WIA Youth State Grants	\$25,482,266	\$1,790,424	518 fewer at-risk youth served
Employment Service	\$20,518,463	\$1,582,443	35,220 fewer jobseekers served
Job Corps	\$16,692,660	\$1,302,030	220 fewer at-risk youth served
Veterans Employment and Training	\$5,857,000	\$457,000	3,031 fewer veterans served

* Funding for Fulton County shown separately

Hawaii

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$25,675,399	\$2,002,681	67 Head Start jobs lost and 320 fewer children served
Child Care and Development Block Grant	\$7,682,628	\$599,245	524 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$2,229,697	\$173,916	12,463 fewer women, children, and families served
AIDS Drug Assistance Program	\$2,208,862	\$172,291	29 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,510,475	\$117,817	2,945 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,134,616	\$88,500	351 fewer women screened for cancer
Childhood Immunization Grants	\$1,032,000	\$80,496	1,178 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,918,135	\$205,589	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,200,886	\$93,669	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$6,107,011	\$290,491	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,561,406	\$277,790	3,525 fewer low-income individuals served
Family Violence Prevention and Services	\$1,088,011	\$84,865	127 domestic violence victims not served and 406 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$7,576,229	\$590,946	370 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,718,778	\$290,065	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$45,429,592	\$3,297,663	45 education jobs lost, 7,795 fewer students served, and 15 fewer schools receive grant funds
School Improvement Grants	\$1,606,273	\$125,289	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 15,459 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	6 fewer centers and 1,082 fewer students served
Impact Aid	\$45,968,975	\$3,585,580	54 education jobs lost
Special Education Grants to States	\$39,851,841	\$3,218,489	39 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$973,364	\$88,085	1 job no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	151 fewer infants and children served
English Language Acquisition State Grants	\$3,498,901	\$275,648	1,412 fewer students served
State Grants for Career and Technical Education	\$5,523,624	\$430,842	2,782 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$1,559,055	\$11,876	7 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$1,470,529	\$32,467	40 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$2,357,815	\$165,164	959 fewer adults served
WIA Dislocated Worker State Grants	\$2,544,104	\$198,441	115 fewer dislocated workers served
WIA Youth State Grants	\$2,243,958	\$157,663	46 fewer at-risk youth served
Employment Service	\$2,474,455	\$194,261	4,324 fewer jobseekers served
Job Corps	\$10,599,290	\$826,740	21 fewer at-risk youth served
Veterans Employment and Training	\$629,000	\$49,000	248 fewer veterans served

Idaho

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$27,338,956	\$2,132,439	71 Head Start jobs lost and 340 fewer children served
Child Care and Development Block Grant	\$14,244,639	\$1,111,082	332 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$3,179,584	\$248,008	21,587 fewer women, children, and families served
AIDS Drug Assistance Program	\$1,247,995	\$97,344	16 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$821,800	\$64,100	1,603 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,660,235	\$207,498	823 fewer women screened for cancer
Childhood Immunization Grants	\$1,211,000	\$94,458	1,383 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$5,072,309	\$236,916	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,845,704	\$143,965	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$19,577,889	\$1,615,915	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,522,847	\$274,782	17,997 fewer low-income individuals served
Family Violence Prevention and Services	\$1,127,124	\$87,916	1,923 domestic violence victims not served and 817 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$6,855,073	\$534,696	1,204 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,920,028	\$305,762	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$55,341,836	\$4,809,693	66 education jobs lost, 7,166 fewer students served, and 35 fewer schools receive grant funds
School Improvement Grants	\$2,036,269	\$158,829	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 17,889 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	6 fewer centers and 507 fewer students served
Impact Aid	\$5,840,985	\$455,597	7 education jobs lost
Special Education Grants to States	\$55,221,261	\$4,530,393	55 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$2,144,602	\$159,675	2 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,457,525	\$192,319	136 fewer infants and children served
English Language Acquisition State Grants	\$1,947,808	\$153,450	1,225 fewer students served
State Grants for Career and Technical Education	\$6,394,899	\$395,378	5,889 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$2,134,825	\$66,405	61 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$1,900,176	\$103,941	269 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$3,566,489	\$249,830	1,451 fewer adults served
WIA Dislocated Worker State Grants	\$4,848,656	\$378,199	219 fewer dislocated workers served
WIA Youth State Grants	\$4,027,145	\$282,954	82 fewer at-risk youth served
Employment Service	\$6,347,555	\$495,111	11,020 fewer jobseekers served
Job Corps	\$31,540,830	\$2,460,180	22 fewer at-risk youth served
Veterans Employment and Training	\$779,000	\$60,000	346 fewer veterans served

Illinois

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$315,321,673	\$24,595,090	823 Head Start jobs lost and 3,948 fewer children served
Child Care and Development Block Grant	\$80,078,508	\$6,246,124	3,348 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$21,193,206	\$1,653,070	306,343 fewer women, children, and families served
AIDS Drug Assistance Program	\$39,527,629	\$3,083,155	515 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$8,133,928	\$634,446	15,861 fewer people tested for HIV in Chicago
HIV Prevention and Testing	\$3,714,830	\$289,757	7,244* fewer people tested for HIV statewide
Breast and Cervical Cancer Screening	\$1,777,813	\$138,669	550 fewer women screened for cancer
Childhood Immunization Grants	\$7,144,000	\$557,232	8,156 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$9,847,147	\$416,018	Reduced ability for Chicago to respond to biological, radiological, chemical, and natural emergencies
Public Health Emergency Preparedness Grants	\$17,315,437	\$1,531,758	Reduced ability for the State to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$15,731,423	\$1,227,051	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$185,683,819	\$15,572,488	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$31,849,056	\$2,484,226	77,206 fewer low-income individuals served
Family Violence Prevention and Services	\$3,252,367	\$253,685	4,475 domestic violence victims not served and 13,579 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$69,343,892	\$5,408,824	8029 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$32,449,254	\$2,531,042	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$649,118,902	\$47,941,117	659 education jobs lost, 57,022 fewer students served, and 181 fewer schools receive grant funds
School Improvement Grants	\$22,223,783	\$1,733,455	3 fewer schools receive grant funds and 1,559 fewer students served
Improving Teacher Quality State Grants	\$98,761,286	\$7,043,483	7425 fewer teachers, serving 112,786 students, receive professional development
21st Century Community Learning Centers	\$50,297,549	\$3,923,209	28 fewer centers and 4,186 fewer students served
Impact Aid	\$13,850,466	\$1,080,336	16 education jobs lost

Special Education Grants to States	\$505,651,259	\$38,986,222	471 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$17,308,047	\$1,299,511	16 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$17,470,882	\$1,367,356	1,425 fewer infants and children served
English Language Acquisition State Grants	\$28,373,428	\$2,235,294	12,079 fewer students served
State Grants for Career and Technical Education	\$40,924,618	\$1,990,444	24,919 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$53,293,393	\$6,749,961	4,131 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$38,844,609	\$3,553,069	5,120 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$30,469,621	\$2,134,379	12,395 fewer adults served
WIA Dislocated Worker State Grants	\$45,174,858	\$3,523,668	2,045 fewer dislocated workers served
WIA Youth State Grants	\$32,767,678	\$2,302,309	666 fewer at-risk youth served
Employment Service	\$28,905,034	\$2,265,654	50,426 fewer jobseekers served
Job Corps	\$21,718,930	\$1,694,080	123 fewer at-risk youth served
Veterans Employment and Training	\$6,652,000	\$519,000	2,008 fewer veterans served

* Funding for Chicago shown separately

Indiana

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$115,587,883	\$9,015,855	302 Head Start jobs lost and 1,449 fewer children served
Child Care and Development Block Grant	\$52,761,493	\$4,115,396	1,651 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,565,001	\$902,070	28,904 fewer women, children, and families served
AIDS Drug Assistance Program	\$8,388,581	\$654,309	109 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$2,921,999	\$227,916	5,698 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$6,315,920	\$492,642	1,955 fewer women screened for cancer
Childhood Immunization Grants	\$3,786,000	\$295,308	4,322 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,641,890	\$979,929	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$6,848,082	\$534,150	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$79,998,845	\$7,050,784	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$9,817,018	\$765,727	55,501 fewer low-income individuals served
Family Violence Prevention and Services	\$2,054,773	\$160,272	2,568 domestic violence victims not served and 5,336 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$33,055,561	\$2,578,334	2,180 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$14,658,935	\$1,143,397	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$263,971,239	\$21,486,916	295 education jobs lost, 18,901 fewer students served, and 72 fewer schools receive grant funds
School Improvement Grants	\$9,244,071	\$721,038	1 fewer school receives grant funds and 648 fewer students served
Improving Teacher Quality State Grants	\$41,589,412	\$3,775,208	3,979 fewer teachers, serving 66,887 students, receive professional development
21st Century Community Learning Centers	\$19,490,325	\$1,520,245	18 fewer centers and 2,500 fewer students served
Impact Aid	\$115,435	\$9,004	
Special Education Grants to States	\$257,576,165	\$19,569,301	236 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$8,727,260	\$649,785	8 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$8,684,021	\$679,643	788 fewer infants and children served
English Language Acquisition State Grants	\$8,309,518	\$654,634	3,764 fewer students served
State Grants for Career and Technical Education	\$25,465,153	\$1,777,234	8,535 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$19,919,210	\$2,048,632	1,599 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$15,768,634	\$1,591,817	3,385 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$13,618,422	\$953,962	5,540 fewer adults served
WIA Dislocated Worker State Grants	\$19,764,183	\$1,541,619	895 fewer dislocated workers served
WIA Youth State Grants	\$15,457,182	\$1,086,047	314 fewer at-risk youth served
Employment Service	\$13,614,524	\$1,071,799	23,855 fewer jobseekers served
Job Corps	\$16,315,360	\$1,272,600	81 fewer at-risk youth served
Veterans Employment and Training	\$3,585,000	\$280,000	658 fewer veterans served

Iowa

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$59,455,800	\$4,637,552	156 Head Start jobs lost and 747 fewer children served
Child Care and Development Block Grant	\$21,097,600	\$1,645,613	734 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$6,442,068	\$502,481	25,694 fewer women, children, and families served
AIDS Drug Assistance Program	\$2,332,076	\$181,902	30 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,223,831	\$95,459	2,386 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,000,000	\$156,000	619 fewer women screened for cancer
Childhood Immunization Grants	\$1,800,000	\$140,400	2,055 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,888,712	\$460,410	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$5,505,864	\$429,457	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$54,812,821	\$4,996,985	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$7,296,867	\$569,156	28,501 fewer low-income individuals served
Family Violence Prevention and Services	\$1,406,156	\$109,680	2,223 domestic violence victims not served and 4,823 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$13,422,031	\$1,046,918	4,677 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$9,265,390	\$722,700	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$84,226,145	\$7,665,341	105 education jobs lost, 8991 fewer students served, and 58 fewer schools receive grant funds
School Improvement Grants	\$3,034,352	\$236,679	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$18,835,921	\$1,394,206	1,470 fewer teachers, serving 20,168 students, receive professional development
21st Century Community Learning Centers	\$5,956,271	\$464,589	4 fewer centers and 477 fewer students served
Impact Aid	\$179,534	\$14,003	
Special Education Grants to States	\$121,910,726	\$9,124,289	110 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$3,914,752	\$291,471	4 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$3,995,029	\$312,669	282 fewer infants and children served
English Language Acquisition State Grants	\$3,215,751	\$253,340	1,649 fewer students served
State Grants for Career and Technical Education	\$11,963,946	\$0*	
Federal Work Study	\$15,156,005	\$1,640,931	1,588 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$13,628,278	\$1,693,005	3,698 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$3,670,939	\$257,147	1,493 fewer adults served
WIA Dislocated Worker State Grants	\$5,396,211	\$420,908	244 fewer dislocated workers served
WIA Youth State Grants	\$4,962,142	\$348,648	101 fewer at-risk youth served
Employment Service	\$6,439,570	\$505,782	11,257 fewer jobseekers served
Job Corps	\$8,858,530	\$690,970	37 fewer at-risk youth served
Veterans Employment and Training	\$1,451,000	\$113,000	496 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Kansas

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$59,990,295	\$4,679,243	158 Head Start jobs lost and 757 fewer children served
Child Care and Development Block Grant	\$21,639,826	\$1,687,906	968 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$4,626,576	\$360,873	19,329 fewer women, children, and families served
AIDS Drug Assistance Program	\$2,450,805	\$191,163	32 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,300,621	\$101,448	2,536 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,269,995	\$177,060	703 fewer women screened for cancer
Childhood Immunization Grants	\$1,697,000	\$132,366	1,937 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,871,271	\$431,206	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$4,685,833	\$365,495	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$32,118,334	\$2,294,840	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$5,503,188	\$429,249	5,845 fewer low-income individuals served
Family Violence Prevention and Services	\$1,369,693	\$106,836	1,347 domestic violence victims not served and 1,837 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$12,198,382	\$951,474	1,659 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$8,167,216	\$637,043	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$107,416,585	\$9,433,034	130 education jobs lost, 11,249 fewer students served, and 59 fewer schools receive grant funds
School Improvement Grants	\$4,119,739	\$321,340	1 fewer schools receive grant funds and 289 fewer students served
Improving Teacher Quality State Grants	\$19,284,937	\$1,478,490	1,558 fewer teachers, serving 21,298 students, receive professional development
21st Century Community Learning Centers	\$8,648,128	\$674,554	3 fewer centers and 470 fewer students served
Impact Aid	\$26,712,251	\$2,083,555	31 education jobs lost
Special Education Grants to States	\$106,692,635	\$8,303,629	100 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$4,250,493	\$316,469	4 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$4,053,473	\$317,235	309 fewer infants and children served
English Language Acquisition State Grants	\$4,095,020	\$322,610	2,548 fewer students served
State Grants for Career and Technical Education	\$10,245,408	\$0*	
Federal Work Study	\$8,384,666	\$280,370	213 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$5,340,298	\$209,727	477 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$4,614,871	\$323,269	1,877 fewer adults served
WIA Dislocated Worker State Grants	\$6,269,130	\$488,996	284 fewer dislocated workers served
WIA Youth State Grants	\$5,511,824	\$387,269	112 fewer at-risk youth served
Employment Service	\$5,924,673	\$464,682	10,342 fewer jobseekers served
Job Corps	\$94,072,750	\$7,337,670	33 fewer at-risk youth served
Veterans Employment and Training	\$1,467,000	\$114,000	229 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Kentucky

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$125,903,734	\$9,820,491	329 Head Start jobs lost and 1,579 fewer children served
Child Care and Development Block Grant	\$39,580,516	\$3,087,280	1,445 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,131,291	\$868,241	44,265 fewer women, children, and families served
AIDS Drug Assistance Program	\$7,241,722	\$564,854	94 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,665,675	\$129,923	3,248 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,680,066	\$209,045	830 fewer women screened for cancer
Childhood Immunization Grants	\$1,838,000	\$143,364	2,098 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$8,664,857	\$655,829	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$4,886,254	\$381,128	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$46,423,070	\$3,669,204	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$11,366,397	\$886,579	39,373 fewer low-income individuals served
Family Violence Prevention and Services	\$1,650,136	\$128,711	2,518 domestic violence victims not served and 2,267 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$20,508,321	\$1,599,649	1,800 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$10,726,704	\$836,683	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$223,141,249	\$17,723,167	244 education jobs lost, 31,021 fewer students served, and 65 fewer schools receive grant funds
School Improvement Grants	\$7,845,080	\$611,916	1 fewer school receives grant funds and 550 fewer students served
Improving Teacher Quality State Grants	\$37,816,656	\$2,704,191	2,850 fewer teachers, serving 46,170 students, receive professional development
21st Century Community Learning Centers	\$17,355,104	\$1,353,698	12 fewer centers and 2472 fewer students served
Impact Aid	\$816,331	\$63,674	1 education job lost
Special Education Grants to States	\$157,888,110	\$12,156,980	147 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$10,016,825	\$745,798	9 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$5,615,768	\$439,503	363 fewer infants and children served
English Language Acquisition State Grants	\$3,712,059	\$292,441	1,765 fewer students served
State Grants for Career and Technical Education	\$17,905,647	\$0*	
Federal Work Study	\$16,101,027	\$1,171,259	735 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$9,700,867	\$1,182,740	2,660 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$13,197,513	\$924,477	5,369 fewer adults served
WIA Dislocated Worker State Grants	\$14,426,545	\$1,125,280	653 fewer dislocated workers served
WIA Youth State Grants	\$12,676,374	\$890,663	258 fewer at-risk youth served
Employment Service	\$9,063,496	\$698,977	15,557 fewer jobseekers served
Job Corps	\$23,859,270	\$1,861,020	64 fewer at-risk youth served
Veterans Employment and Training	\$2,417,000	\$188,000	715 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Louisiana

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$168,513,211	\$13,144,030	440 Head Start jobs lost and 2,111 fewer children served
Child Care and Development Block Grant	\$42,490,869	\$3,314,288	1,978 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$13,010,428	\$1,014,813	30,504 fewer women, children, and families served
AIDS Drug Assistance Program	\$20,407,188	\$1,591,761	266 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$6,407,932	\$499,819	12,495 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,693,558	\$132,098	524 fewer women screened for cancer
Childhood Immunization Grants	\$2,368,000	\$184,704	2,704 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$9,046,664	\$685,151	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$6,232,351	\$486,123	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$43,421,576	\$2,357,230	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$15,828,093	\$1,234,591	25,513 fewer low-income individuals served
Family Violence Prevention and Services	\$1,686,743	\$131,566	1,478 domestic violence victims not served and 3,650 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$25,654,671	\$2,001,064	2,230 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$11,763,750	\$917,573	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$288,698,949	\$22,611,413	311 education jobs lost, 37,885 fewer students served, and 72 fewer schools receive grant funds
School Improvement Grants	\$9,670,178	\$754,274	1 fewer school receives grant funds and 678 fewer students served
Improving Teacher Quality State Grants	\$54,186,525	\$3,059,217	3,225 fewer teachers, serving 44,892 students, receive professional development
21st Century Community Learning Centers	\$21,441,365	\$1,672,426	17 fewer centers and 3,676 fewer students served
Impact Aid	\$8,433,038	\$657,777	10 education jobs lost
Special Education Grants to States	\$188,962,577	\$15,419,403	186 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$6,349,379	\$483,557	6 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$6,459,881	\$505,465	368 fewer infants and children served
English Language Acquisition State Grants	\$3,057,371	\$240,864	986 fewer students served
State Grants for Career and Technical Education	\$21,041,943	\$0*	
Federal Work Study	\$12,879,456	\$262,366	167 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$7,034,767	\$393,711	840 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$10,605,200	\$742,889	4,314 fewer adults served
WIA Dislocated Worker State Grants	\$10,053,020	\$784,142	455 fewer dislocated workers served
WIA Youth State Grants	\$11,409,318	\$801,637	232 fewer at-risk youth served
Employment Service	\$8,712,855	\$688,843	15,331 fewer jobseekers served
Job Corps	\$23,631,340	\$1,843,240	90 fewer at-risk youth served
Veterans Employment and Training	\$2,049,000	\$160,000	262 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Maine

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$31,634,330	\$2,467,478	82 Head Start jobs lost and 393 fewer children served
Child Care and Development Block Grant	\$7,791,183	\$607,712	108 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$3,357,188	\$261,861	14,551 fewer women, children, and families served
AIDS Drug Assistance Program	\$1,019,181	\$79,496	13 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,213,626	\$94,663	2,367 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,266,695	\$176,802	702 fewer women screened for cancer
Childhood Immunization Grants	\$1,013,000	\$79,014	1,157 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,775,927	\$200,762	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,581,376	\$201,347	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$38,520,365	\$3,511,692	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,554,397	\$277,243	16,847 fewer low-income individuals served
Family Violence Prevention and Services	\$1,081,985	\$84,395	1,038 domestic violence victims not served and 2,538 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$6,670,567	\$520,304	1,369 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,835,658	\$299,181	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$51,744,996	\$4,628,893	64 education jobs lost, 2,774 fewer students served, and 36 fewer schools receive grant funds
School Improvement Grants	\$1,789,010	\$139,543	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 11,405 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	6 fewer centers and 710 fewer students served
Impact Aid	\$2,014,830	\$157,157	2 education jobs lost
Special Education Grants to States	\$54,641,461	\$4,089,587	49 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$2,464,993	\$183,531	2 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	73 fewer infants and children served
English Language Acquisition State Grants	\$720,004	\$56,723	336 fewer students served
State Grants for Career and Technical Education	\$5,523,624	\$430,842	1,136 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$8,018,504	\$108,238	86 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$6,631,777	\$52,141	82 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$2,687,582	\$188,263	1,093 fewer adults served
WIA Dislocated Worker State Grants	\$3,411,860	\$266,128	154 fewer dislocated workers served
WIA Youth State Grants	\$2,831,274	\$198,930	58 fewer at-risk youth served
Employment Service	\$3,774,830	\$294,438	6,553 fewer jobseekers served
Job Corps	\$30,864,630	\$2,407,440	27 fewer at-risk youth served
Veterans Employment and Training	\$803,000	\$63,000	631 fewer veterans served

Maryland

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$89,677,330	\$6,994,832	233 Head Start jobs lost and 1,117 fewer children served
Child Care and Development Block Grant	\$27,564,114	\$2,150,001	1,164 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,798,448	\$920,279	54,877 fewer women, children, and families served
AIDS Drug Assistance Program	\$29,800,019	\$2,324,401	389 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$3,107,563	\$242,390	6,060 fewer people tested for HIV in Baltimore
HIV Prevention and Testing	\$8,787,185	\$685,400	17,135* fewer people tested for HIV statewide
Breast and Cervical Cancer Screening	\$4,538,523	\$354,005	1,405 fewer women screened for cancer
Childhood Immunization Grants	\$2,806,000	\$218,868	3,204 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,447,761	\$872,586	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$3,976,327	\$310,154	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$69,790,309	\$4,307,948	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$9,251,270	\$721,599	22,439 fewer low-income individuals served
Family Violence Prevention and Services	\$1,920,755	\$149,819	1,252 domestic violence victims not served and 3,475 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$31,737,430	\$2,475,520	3,560 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$12,875,523	\$1,004,291	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$189,891,427	\$15,399,925	212 education jobs lost, 12,983 fewer students served, and 33 fewer schools receive grant funds
School Improvement Grants	\$6,821,529	\$532,080	1 fewer school receives grant funds and 478 fewer students served
Improving Teacher Quality State Grants	\$34,862,715	\$2,365,034	2,493 fewer teachers, serving 36,173 students, receive professional development
21st Century Community Learning Centers	\$14,262,844	\$1,112,502	10 fewer centers and 934 fewer students served
Impact Aid	\$5,959,299	\$464,825	7 education jobs lost
Special Education Grants to States	\$199,916,833	\$15,367,344	185 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$6,542,419	\$494,352	6 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$7,464,085	\$584,120	681 fewer infants and children served
English Language Acquisition State Grants	\$10,000,845	\$787,879	3,906 fewer students served
State Grants for Career and Technical Education	\$15,487,207	\$674,900	7,184 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$13,588,371	\$1,106,023	680 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$10,215,455	\$597,770	1,193 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$9,857,689	\$690,525	4,010 fewer adults served
WIA Dislocated Worker State Grants	\$13,446,336	\$1,048,823	609 fewer dislocated workers served
WIA Youth State Grants	\$10,354,690	\$727,537	211 fewer at-risk youth served
Employment Service	\$11,687,183	\$912,478	20,309 fewer jobseekers served
Job Corps	\$42,027,460	\$3,278,140	102 fewer at-risk youth served
Veterans Employment and Training	\$2,868,000	\$224,000	689 fewer veterans served

* Funding for Baltimore shown separately

Massachusetts

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$123,113,621	\$9,602,862	318 Head Start jobs lost and 1,524 fewer children served
Child Care and Development Block Grant	\$27,066,102	\$2,111,156	1,174 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,257,008	\$878,047	100,073 fewer women, children, and families served
AIDS Drug Assistance Program	\$15,045,733	\$1,173,567	196 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$7,346,706	\$573,043	14,326 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,692,904	\$132,047	524 fewer women screened for cancer
Childhood Immunization Grants	\$4,023,000	\$313,794	4,593 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$13,215,674	\$989,575	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$9,179,358	\$715,990	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$132,678,036	\$11,249,861	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$16,798,721	\$1,310,300	55,560 fewer low-income individuals served
Family Violence Prevention and Services	\$2,066,817	\$161,212	71 domestic violence victims not served and 883 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$34,073,216	\$2,657,711	5,557 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$20,135,988	\$1,570,607	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$210,740,945	\$18,178,351	250 education jobs lost, 26,495 fewer students served, and 87 fewer schools receive grant funds
School Improvement Grants	\$7,234,459	\$564,288	1 fewer school receives grant funds and 507 fewer students served
Improving Teacher Quality State Grants	\$43,677,504	\$2,630,770	2,773 fewer teachers, serving 37,962 students, receive professional development
21st Century Community Learning Centers	\$16,482,734	\$1,285,653	15 fewer centers and 1,425 fewer students served
Impact Aid	\$225,606	\$17,597	
Special Education Grants to States	\$283,465,895	\$21,215,727	256 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$9,701,776	\$722,342	9 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$7,508,214	\$587,624	1,187 fewer infants and children served
English Language Acquisition State Grants	\$13,035,143	\$1,026,925	3,479 fewer students served
State Grants for Career and Technical Education	\$17,849,432	\$525,510	3,161 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$44,457,388	\$1,460,815	1,246 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$27,966,051	\$657,068	903 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$13,525,014	\$947,419	5,502 fewer adults served
WIA Dislocated Worker State Grants	\$18,123,153	\$1,413,617	820 fewer dislocated workers served
WIA Youth State Grants	\$15,009,154	\$1,054,568	305 fewer at-risk youth served
Employment Service	\$14,148,935	\$1,108,181	24,665 fewer jobseekers served
Job Corps	\$34,806,580	\$2,714,910	92 fewer at-risk youth served
Veterans Employment and Training	\$2,982,000	\$233,000	764 fewer veterans served

Michigan

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$268,517,307	\$20,944,350	701 Head Start jobs lost and 3,364 fewer children served
Child Care and Development Block Grant	\$70,025,126	\$5,461,960	2,460 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$18,486,757	\$1,441,967	462,933 fewer women, children, and families served
AIDS Drug Assistance Program	\$12,996,772	\$1,013,748	169 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$6,296,938	\$491,161	12,279 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$8,693,584	\$678,100	2,691 fewer women screened for cancer
Childhood Immunization Grants	\$6,011,000	\$468,858	6,863 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$17,122,558	\$1,493,763	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$11,701,483	\$912,716	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$172,428,540	\$14,740,292	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$24,841,427	\$1,937,631	40,675 fewer low-income individuals served
Family Violence Prevention and Services	\$2,696,294	\$210,311	3,261 domestic violence victims not served and 7,002 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$57,459,952	\$4,481,876	5,056 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$27,908,122	\$2,176,834	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$538,020,939	\$38,966,953	536 education jobs lost, 43,427 fewer students served, and 142 fewer schools receive grant funds
School Improvement Grants	\$17,801,726	\$1,388,535	3 fewer schools receive grant funds and 1,249 fewer students served
Improving Teacher Quality State Grants	\$95,607,474	\$5,879,320	6,197 fewer teachers, serving 110,245 students, receive professional development
21st Century Community Learning Centers	\$41,284,256	\$3,220,172	27 fewer centers and 3631 fewer students served
Impact Aid	\$4,185,118	\$326,439	5 education jobs lost
Special Education Grants to States	\$399,883,942	\$32,063,707	387 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$12,310,135	\$939,274	11 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$11,956,416	\$935,814	813 fewer infants and children served
English Language Acquisition State Grants	\$10,570,367	\$832,746	5,035 fewer students served
State Grants for Career and Technical Education	\$38,708,045	\$3,692,571	24,013 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$32,150,900	\$2,799,486	2,031 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$25,907,754	\$1,883,685	3,885 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$35,029,449	\$5,961,988	34,624 fewer adults served
WIA Dislocated Worker State Grants	\$37,950,243	\$2,960,144	1,718 fewer dislocated workers served
WIA Youth State Grants	\$37,407,571	\$6,366,788	1,843 fewer at-risk youth served
Employment Service	\$23,547,173	\$1,883,321	41,917 fewer jobseekers served
Job Corps	\$10,501,750	\$819,140	98 fewer at-risk youth served
Veterans Employment and Training	\$5,738,000	\$447,000	1,357 fewer veterans served

Minnesota

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$84,052,860	\$6,556,123	220 Head Start jobs lost and 1,055 fewer children served
Child Care and Development Block Grant	\$30,690,970	\$2,393,896	1,337 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$8,939,248	\$697,261	14,239 fewer women, children, and families served
AIDS Drug Assistance Program	\$5,976,431	\$466,162	78 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$2,546,896	\$198,658	4,966 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$4,409,466	\$343,938	1,365 fewer women screened for cancer
Childhood Immunization Grants	\$3,226,000	\$251,628	3,683 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,303,489	\$801,608	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$8,824,207	\$688,288	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$116,838,721	\$10,651,548	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$8,113,344	\$632,841	55,984 fewer low-income individuals served
Family Violence Prevention and Services	\$1,832,140	\$142,907	1,002 domestic violence victims not served and 10,975 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$24,707,075	\$1,927,152	2,536 fewer admissions to substance abuse treatment programs
Substance Abuse Prevention and Treatment	\$608,939	\$47,497	13 fewer admissions to substance abuse treatment programs in the Red Lake Band of Chippewa
Senior Nutrition	\$12,280,576	\$957,885	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$157,485,439	\$12,932,780	178 education jobs lost, 13,698 fewer students served, and 70 fewer schools receive grant funds
School Improvement Grants	\$5,509,059	\$429,706	1 fewer schools receive grant funds and 386 fewer students served
Improving Teacher Quality State Grants	\$33,021,541	\$2,411,692	2,542 fewer teachers, serving 40,265 students, receive professional development
21st Century Community Learning Centers	\$12,439,164	\$970,255	8 fewer centers and 1683 fewer students served
Impact Aid	\$19,950,526	\$1,556,141	23 education jobs lost
Special Education Grants to States	\$189,532,481	\$14,545,082	176 jobs no longer supported by Federal funding

Special Education Preschool State Grants	\$7,285,511	\$542,441	7 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$7,131,880	\$558,148	392 fewer infants and children served
English Language Acquisition State Grants	\$8,589,712	\$676,708	5,078 fewer students served
State Grants for Career and Technical Education	\$16,684,637	\$0*	
Federal Work Study	\$19,628,744	\$1,063,743	786 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$16,812,380	\$906,796	1,431 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$9,134,795	\$639,887	3,716 fewer adults served
WIA Dislocated Worker State Grants	\$12,016,430	\$937,289	544 fewer dislocated workers served
WIA Youth State Grants	\$10,523,152	\$739,374	214 fewer at-risk youth served
Employment Service	\$11,868,691	\$934,318	20,795 fewer jobseekers served
Job Corps	\$32,166,100	\$2,508,960	27 fewer at-risk youth served
Veterans Employment and Training	\$2,747,000	\$214,000	281 fewer veterans served

*No funding reduction because of "hold harmless" provision in authorizing statute.

Mississippi

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$180,887,414	\$14,109,218	477 Head Start jobs lost and 2,287 fewer children served
Child Care and Development Block Grant	\$33,334,909	\$2,600,123	1,585 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$9,509,272	\$741,723	28,437 fewer women, children, and families served
AIDS Drug Assistance Program	\$7,533,479	\$587,611	98 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$2,816,120	\$219,657	5,491 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,905,217	\$226,607	899 fewer women screened for cancer
Childhood Immunization Grants	\$1,595,000	\$124,410	1,821 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,826,045	\$448,462	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,346,837	\$183,053	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$31,530,677	\$1,973,039	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$10,723,501	\$836,433	10,266 fewer low-income individuals served
Family Violence Prevention and Services	\$1,391,238	\$108,517	3,230 domestic violence victims not served and 2,748 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$14,150,075	\$1,103,706	1,499 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$7,032,533	\$548,538	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$188,720,038	\$13,076,285	180 education jobs lost, 26744 fewer students served, and 49 fewer schools receive grant funds
School Improvement Grants	\$6,188,167	\$482,677	1 fewer schools receive grant funds and 434 fewer students served
Improving Teacher Quality State Grants	\$35,696,566	\$2,357,893	2485 fewer teachers, serving 36977 students, receive professional development
21st Century Community Learning Centers	\$14,433,678	\$1,125,827	16 fewer centers and 1634 fewer students served
Impact Aid	\$2,114,002	\$164,892	2 education jobs lost
Special Education Grants to States	\$119,980,160	\$9,682,672	117 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$4,145,779	\$311,218	4 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$4,409,878	\$345,129	185 fewer infants and children served
English Language Acquisition State Grants	\$1,642,315	\$129,384	372 fewer students served
State Grants for Career and Technical Education	\$13,363,550	\$0*	
Federal Work Study	\$11,379,559	\$374,165	234 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$7,765,298	\$443,589	797 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$8,823,631	\$1,051,835	6,109 fewer adults served
WIA Dislocated Worker State Grants	\$10,347,245	\$807,092	468 fewer dislocated workers served
WIA Youth State Grants	\$9,452,885	\$1,119,652	324 fewer at-risk youth served
Employment Service	\$6,118,274	\$480,028	10,684 fewer jobseekers served
Job Corps	\$53,489,360	\$4,172,170	99 fewer at-risk youth served
Veterans Employment and Training	\$1,495,000	\$117,000	634 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Missouri

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$139,405,592	\$10,873,636	364 Head Start jobs lost and 1,745 fewer children served
Child Care and Development Block Grant	\$44,384,770	\$3,462,012	1,791 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$12,144,817	\$947,296	68,291 fewer women, children, and families served
AIDS Drug Assistance Program	\$10,245,688	\$799,164	134 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$4,215,691	\$328,824	8,221 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,111,748	\$164,716	654 fewer women screened for cancer
Childhood Immunization Grants	\$3,418,000	\$266,604	3,902 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,189,315	\$905,136	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$11,164,056	\$870,796	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$68,231,128	\$6,220,260	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$18,656,835	\$1,455,233	12,773 fewer low-income individuals served
Family Violence Prevention and Services	\$1,961,394	\$152,989	274 domestic violence victims not served and 6624 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$25,960,043	\$2,024,883	3,313 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$16,713,458	\$1,303,650	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$233,344,053	\$18,849,004	259 education jobs lost, 27,139 fewer students served, and 94 fewer schools receive grant funds
School Improvement Grants	\$7,700,059	\$600,604	1 fewer school receives grant funds and 540 fewer students served
Improving Teacher Quality State Grants	\$41,651,914	\$3,206,622	3,380 fewer teachers, serving 45765 students, receive professional development
21st Century Community Learning Centers	\$18,987,498	\$1,481,025	12 fewer centers and 1410 fewer students served
Impact Aid	\$20,641,880	\$1,610,066	24 education jobs lost
Special Education Grants to States	\$226,829,933	\$17,016,801	205 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$5,875,290	\$473,421	6 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$7,909,044	\$618,991	355 fewer infants and children served
English Language Acquisition State Grants	\$5,065,989	\$399,105	1,312 fewer students served
State Grants for Career and Technical Education	\$21,575,129	\$635,309	4,913 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$22,170,124	\$1,806,746	1,166 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$13,011,578	\$1,066,090	1,997 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$14,003,193	\$980,916	5,697 fewer adults served
WIA Dislocated Worker State Grants	\$19,339,341	\$1,508,481	875 fewer dislocated workers served
WIA Youth State Grants	\$15,108,428	\$1,061,542	307 fewer at-risk youth served
Employment Service	\$12,837,723	\$1,004,546	22,358 fewer jobseekers served
Job Corps	\$22,411,650	\$1,748,110	122 fewer at-risk youth served
Veterans Employment and Training	\$3,317,000	\$258,000	1,178 fewer veterans served

Montana

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$24,061,558	\$1,876,802	63 Head Start jobs lost and 301 fewer children served
Child Care and Development Block Grant	\$6,771,331	\$528,164	229 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$2,387,773	\$186,246	135,35 fewer women, children, and families served
AIDS Drug Assistance Program	\$806,772	\$62,928	11 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,003,703	\$78,289	1,957 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,167,744	\$169,084	671 fewer women screened for cancer
Childhood Immunization Grants	\$574,000	\$44,772	655 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,366,055	\$149,535	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,023,982	\$157,871	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$19,915,857	\$1,643,809	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,272,842	\$255,282	8,896 fewer low-income individuals served
Family Violence Prevention and Services	\$1,018,028	\$79,406	826 domestic violence victims not served and 1,814 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$6,670,567	\$520,304	788 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$4,399,743	\$343,180	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$45,162,946	\$2,859,495	39 education jobs lost, 3,625 fewer students served, and 43 fewer schools receive grant funds
School Improvement Grants	\$1,537,304	\$119,910	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 13,264 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	11 fewer centers and 1275 fewer students served
Impact Aid	\$43,190,856	\$3,368,887	51 education jobs lost
Special Education Grants to States	\$37,221,455	\$3,034,178	37 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$1,158,199	\$92,528	1 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	57 fewer infants and children served
English Language Acquisition State Grants	\$510,659	\$10,659	28 fewer students served
State Grants for Career and Technical Education	\$5,202,584	\$290,425	987 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$2,694,540	\$21,167	16 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$1,621,692	\$64,945	119 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$2,348,495	\$164,511	955 fewer adults served
WIA Dislocated Worker State Grants	\$2,228,454	\$173,821	101 fewer dislocated workers served
WIA Youth State Grants	\$2,405,630	\$169,022	49 fewer at-risk youth served
Employment Service	\$5,187,254	\$404,608	9,005 fewer jobseekers served
Job Corps	\$31,067,740	\$2,423,280	30 fewer at-risk youth served
Veterans Employment and Training	\$550,000	\$43,000	1,342 fewer veterans served

Nebraska

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$42,321,541	\$3,301,080	110 Head Start jobs lost and 530 fewer children served
Child Care and Development Block Grant	\$13,438,942	\$1,048,237	599 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$3,964,615	\$309,240	8,539 fewer women, children, and families served
AIDS Drug Assistance Program	\$2,505,306	\$195,414	33 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,012,726	\$78,993	1,975 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$3,307,063	\$257,951	1,024 fewer women screened for cancer
Childhood Immunization Grants	\$1,043,000	\$81,354	1,191 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$5,421,224	\$276,024	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,965,847	\$231,336	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$30,207,576	\$2,494,750	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$4,699,568	\$366,566	9,204 fewer low-income individuals served
Family Violence Prevention and Services	\$1,175,949	\$91,724	2,003 domestic violence victims not served and 3,872 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$7,833,059	\$610,979	1,644 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$5,229,381	\$407,892	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$70,799,745	\$6,437,059	89 education jobs lost, 11,132 fewer students served, and 46 fewer schools receive grant funds
School Improvement Grants	\$2,675,249	\$208,670	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,770,611	\$933,150	984 fewer teachers, serving 13,058 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	8 fewer centers and 1167 fewer students served
Impact Aid	\$17,750,815	\$1,384,564	21 education jobs lost
Special Education Grants to States	\$74,564,188	\$5,580,684	67 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$2,212,223	\$166,753	2 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,659,318	\$208,115	127 fewer infants and children served
English Language Acquisition State Grants	\$2,667,028	\$210,111	1606 fewer students served
State Grants for Career and Technical Education	\$6,816,893	\$0*	
Federal Work Study	\$5,032,534	\$273,641	235 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$3,653,454	\$152,796	279 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$1,769,045	\$137,987	80 fewer dislocated workers served
WIA Youth State Grants	\$2,207,155	\$155,078	45 fewer at-risk youth served
Employment Service	\$6,234,060	\$486,259	10,823 fewer jobseekers served
Job Corps	\$8,130,510	\$634,180	25 fewer at-risk youth served
Veterans Employment and Training	\$871,000	\$68,000	497 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Nevada

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$30,055,175	\$2,344,304	77 Head Start jobs lost and 371 fewer children served
Child Care and Development Block Grant	\$16,530,472	\$1,289,377	238 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,715,978	\$133,846	13,852 fewer women, children, and families served
AIDS Drug Assistance Program	\$6,009,328	\$468,728	81 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$2,452,681	\$191,309	4,783 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,362,021	\$106,238	422 fewer women screened for cancer
Childhood Immunization Grants	\$1,568,000	\$122,304	1,790 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,824,877	\$408,147	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,167,428	\$169,059	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$11,202,561	\$515,754	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,561,406	\$277,790	2,018 fewer low-income individuals served
Family Violence Prevention and Services	\$1,340,905	\$104,591	505 domestic violence victims not served and 84 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$13,745,028	\$1,072,112	868 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$6,170,037	\$481,263	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$106,466,536	\$9,650,385	133 education jobs lost, 15,228 fewer students served, and 14 fewer schools receive grant funds
School Improvement Grants	\$3,824,945	\$298,345	1 fewer school receives grant funds and 268 fewer students served
Improving Teacher Quality State Grants	\$12,431,038	\$1,524,329	1,607 fewer teachers, serving 31,192 students, receive professional development
21st Century Community Learning Centers	\$7,643,861	\$596,221	5 fewer centers and 1269 fewer students served
Impact Aid	\$3,044,627	\$237,480	4 education jobs lost
Special Education Grants to States	\$70,702,984	\$5,970,170	72 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$2,195,571	\$180,990	2 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$3,972,105	\$310,862	183 fewer infants and children served
English Language Acquisition State Grants	\$8,798,885	\$693,187	6,786 fewer students served
State Grants for Career and Technical Education	\$9,226,209	\$1,747,157	17,969 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$2,471,415	\$338,841	160 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$2,139,378	\$267,991	406 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$8,978,521	\$628,939	3,653 fewer adults served
WIA Dislocated Worker State Grants	\$14,404,698	\$1,123,575	652 fewer dislocated workers served
WIA Youth State Grants	\$9,104,832	\$639,719	185 fewer at-risk youth served
Employment Service	\$6,505,421	\$509,992	11,351 fewer jobseekers served
Job Corps	\$21,480,620	\$1,675,490	43 fewer at-risk youth served
Veterans Employment and Training	\$1,816,000	\$142,000	1,009 fewer veterans served

New Hampshire

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$15,590,172	\$1,216,033	41 Head Start jobs lost and 194 fewer children served
Child Care and Development Block Grant	\$5,353,209	\$417,550	243 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,976,851	\$154,194	17,411 fewer women, children, and families served
AIDS Drug Assistance Program	\$1,014,766	\$79,152	13 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,196,820	\$93,352	2,334 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,793,001	\$217,854	865 fewer women screened for cancer
Childhood Immunization Grants	\$927,000	\$72,306	1,058 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,881,449	\$198,965	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,274,105	\$99,380	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$26,055,007	\$2,150,521	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,561,406	\$277,790	9,551 fewer low-income individuals served
Family Violence Prevention and Services	\$1,079,741	\$84,220	877 domestic violence victims not served and 713 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$6,670,567	\$520,304	429 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$4,344,147	\$338,843	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$39,231,375	\$2,236,672	31 education jobs lost, 1,349 fewer students served, and 15 fewer schools receive grant funds
School Improvement Grants	\$1,352,537	\$105,498	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 12,526 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	5 fewer centers and 738 fewer students served
Impact Aid	\$5,606	\$437	
Special Education Grants to States	\$47,389,192	\$3,553,798	43 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$1,527,855	\$113,756	1 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	142 fewer infants and children served
English Language Acquisition State Grants	\$930,829	\$73,332	288 fewer students served
State Grants for Career and Technical Education	\$5,523,624	\$430,842	1,475 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$5,942,187	\$171,942	197 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$4,747,177	\$113,193	194 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$2,023,863	\$157,863	92 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$2,803,840	\$220,676	4,912 fewer jobseekers served
Job Corps	\$0	\$0	12 fewer at-risk youth served
Veterans Employment and Training	\$743,000	\$58,000	171 fewer veterans served

New Jersey

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$150,054,190	\$11,704,227	387 Head Start jobs lost and 1,855 fewer children served
Child Care and Development Block Grant	\$40,080,473	\$3,126,277	1,796 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,433,939	\$891,847	68,852 fewer women, children, and families served
AIDS Drug Assistance Program	\$39,308,960	\$3,066,099	512 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$15,033,218	\$1,172,591	29,315 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,484,330	\$115,778	459 fewer women screened for cancer
Childhood Immunization Grants	\$5,367,000	\$418,626	6,127 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$16,033,232	\$1,328,762	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$7,861,137	\$613,169	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$136,745,901	\$10,447,925	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$18,447,769	\$1,438,926	24,668 fewer low-income individuals served
Family Violence Prevention and Services	\$2,490,291	\$194,243	2,248 domestic violence victims not served and 6,680 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$46,585,408	\$3,633,662	4,484 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$21,977,363	\$1,714,234	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$302,750,141	\$24,087,979	331 education jobs lost, 30,260 fewer students served, and 115 fewer schools receive grant funds
School Improvement Grants	\$10,487,838	\$818,051	2 fewer schools receive grant funds and 736 fewer students served
Improving Teacher Quality State Grants	\$54,955,531	\$3,866,605	4,076 fewer teachers, serving 49360 students, receive professional development
21st Century Community Learning Centers	\$22,798,466	\$1,778,281	9 fewer centers and 1,213 fewer students served
Impact Aid	\$11,278,274	\$879,705	13 education jobs lost
Special Education Grants to States	\$360,945,645	\$27,014,623	326 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$11,158,879	\$830,831	10 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$10,815,217	\$846,445	828 fewer infants and children served
English Language Acquisition State Grants	\$21,706,023	\$1,710,027	4,255 fewer students served
State Grants for Career and Technical Education	\$22,566,330	\$1,536,142	12,366 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$19,462,636	\$1,410,625	1,007 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$15,465,514	\$1,208,458	2,311 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$20,260,335	\$1,419,225	8,242 fewer adults served
WIA Dislocated Worker State Grants	\$30,891,644	\$2,409,568	1,398 fewer dislocated workers served
WIA Youth State Grants	\$20,322,861	\$1,427,917	413 fewer at-risk youth served
Employment Service	\$19,163,297	\$1,477,876	32,893 fewer jobseekers served
Job Corps	\$19,797,380	\$1,544,200	68 fewer at-risk youth served
Veterans Employment and Training	\$3,686,000	\$287,000	1,476 fewer veterans served

New Mexico

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$62,748,895	\$4,894,414	163 Head Start jobs lost and 783 fewer children served
Child Care and Development Block Grant	\$20,077,317	\$1,566,031	1,085 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$4,221,223	\$329,255	23,033 fewer women, children, and families served
AIDS Drug Assistance Program	\$2,257,390	\$176,076	29 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,683,100	\$131,282	3,282 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,787,555	\$217,429	863 fewer women screened for cancer
Childhood Immunization Grants	\$1,074,000	\$83,772	1,226 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,716,529	\$311,214	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,367,957	\$184,701	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$15,715,158	\$1,297,094	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,696,732	\$288,345	9,179 fewer low-income individuals served
Family Violence Prevention and Services	\$1,219,884	\$95,151	447 domestic violence victims not served and 1,083 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$8,909,981	\$694,979	398 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$6,096,342	\$475,515	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$119,499,159	\$9,234,962	127 education jobs lost, 18039 fewer students served, and 47 fewer schools receive grant funds
School Improvement Grants	\$4,143,996	\$323,231	1 fewer school receives grant funds and 291 fewer students served
Improving Teacher Quality State Grants	\$19,147,373	\$1,493,398	1,574 fewer teachers, serving 23,169 students, receive professional development
21st Century Community Learning Centers	\$8,729,513	\$680,902	9 fewer centers and 1060 fewer students served
Impact Aid	\$95,378,838	\$7,439,549	112 education jobs lost
Special Education Grants to States	\$91,005,697	\$6,885,437	83 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$3,126,461	\$232,779	3 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,970,033	\$232,432	404 fewer infants and children served
English Language Acquisition State Grants	\$4,047,474	\$318,865	4,512 fewer students served
State Grants for Career and Technical Education	\$8,198,470	\$181,048	1,885 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$6,141,396	\$157,762	74 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$3,638,643	\$158,846	251 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$4,727,107	\$331,131	1,923 fewer adults served
WIA Dislocated Worker State Grants	\$4,691,620	\$365,949	212 fewer dislocated workers served
WIA Youth State Grants	\$4,918,291	\$345,567	100 fewer at-risk youth served
Employment Service	\$5,821,012	\$454,041	10,106 fewer jobseekers served
Job Corps	\$20,745,420	\$1,618,140	54 fewer at-risk youth served
Veterans Employment and Training	\$1,017,000	\$79,000	491 fewer veterans served

New York

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$495,549,593	\$38,652,868	1,275 Head Start jobs lost and 6,119 fewer children served
Child Care and Development Block Grant	\$101,521,406	\$7,918,670	6,065 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$40,033,023	\$3,122,576	101,6704 fewer women, children, and families served
AIDS Drug Assistance Program	\$119,859,704	\$9,349,057	1,563 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$32,298,387	\$2,519,274	43,347* fewer people tested for HIV statewide
HIV Prevention and Testing	\$22,229,164	\$1,733,875	62,982 fewer people tested for HIV in New York City
Breast and Cervical Cancer Screening	\$3,271,548	\$255,181	1,013 fewer women screened for cancer
Childhood Immunization Grants	\$9,803,000	\$764,634	11,192 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$19,926,605	\$1,693,159	Reduced ability for the State to respond to biological, radiological, chemical, and natural emergencies
Public Health Emergency Preparedness Grants	\$18,657,853	\$1,261,688	Reduced ability for New York City to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$18,435,063	\$1,437,935	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$375,509,667	\$34,095,887	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$58,516,371	\$4,564,277	38,905 fewer low-income individuals served
Family Violence Prevention and Services	\$4,487,820	\$350,050	10,954 domestic violence victims not served and 15,374 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$114,637,337	\$8,941,712	9,449 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$57,547,500	\$4,488,705	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$1,131,873,797	\$82,418,983	1,133 education jobs lost, 134,638 fewer students served, and 222 fewer schools receive grant funds
School Improvement Grants	\$37,591,640	\$2,932,148	6 fewer schools receive grant funds and 2,637 fewer students served
Improving Teacher Quality State Grants	\$195,517,680	\$10,331,876	10,891 fewer teachers, serving 140,276 students, receive professional development
21st Century Community Learning Centers	\$87,348,119	\$6,813,152	39 fewer centers and 7,225 fewer students served

Impact Aid	\$34,145,761	\$2,663,370	40 education jobs lost
Special Education Grants to States	\$758,002,911	\$57,518,042	694 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$33,100,968	\$2,465,252	30 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$24,077,185	\$1,884,294	2,425 fewer infants and children served
English Language Acquisition State Grants	\$55,532,684	\$4,374,934	18,227 fewer students served
State Grants for Career and Technical Education	\$52,736,100	\$1,374,564	7,024 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$93,432,571	\$8,629,416	6,469 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$56,545,543	\$4,030,823	7,048 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$45,779,283	\$3,206,813	18,624 fewer adults served
WIA Dislocated Worker State Grants	\$53,040,830	\$4,137,219	2,401 fewer dislocated workers served
WIA Youth State Grants	\$45,892,839	\$3,224,504	933 fewer at-risk youth served
Employment Service	\$39,748,915	\$3,117,877	69,394 fewer jobseekers served
Job Corps	\$75,047,420	\$5,853,700	244 fewer at-risk youth served
Veterans Employment and Training	\$7,841,000	\$611,000	2,151 fewer veterans served

* Funding for New York City shown separately

North Carolina

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$172,280,427	\$13,437,873	447 Head Start jobs lost and 2,146 fewer children served
Child Care and Development Block Grant	\$76,128,077	\$5,937,990	4,031 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$16,273,588	\$1,269,340	65,925 fewer women, children, and families served
AIDS Drug Assistance Program	\$27,069,633	\$2,111,431	353 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$6,819,608	\$531,929	13,298 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,357,718	\$183,902	730 fewer women screened for cancer
Childhood Immunization Grants	\$4,853,000	\$378,534	5,541 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$14,976,630	\$1,441,144	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$8,166,412	\$636,980	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$81,534,565	\$4,993,614	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$17,678,537	\$1,378,926	9,166 fewer low-income individuals served
Family Violence Prevention and Services	\$2,630,600	\$205,187	4,715 domestic violence victims not served and 6,990 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$39,601,511	\$3,088,918	4,843 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$22,329,973	\$1,741,738	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$399,562,177	\$34,078,909	469 education jobs lost, 50,993 fewer students served, and 111 fewer schools receive grant funds
School Improvement Grants	\$14,390,384	\$1,122,450	2 fewer schools receive grant funds and 1,009 fewer students served
Improving Teacher Quality State Grants	\$53,878,382	\$5,875,340	6,193 fewer teachers, serving 87,445 students, receive professional development
21st Century Community Learning Centers	\$30,382,826	\$2,369,860	45 fewer centers and 3,154 fewer students served
Impact Aid	\$15,393,777	\$1,200,715	18 education jobs lost
Special Education Grants to States	\$326,077,875	\$26,524,890	320 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$11,094,802	\$826,061	10 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$13,005,735	\$1,017,857	770 fewer infants and children served
English Language Acquisition State Grants	\$15,381,023	\$1,211,736	8,685 fewer students served
State Grants for Career and Technical Education	\$35,567,554	\$6,735,386	130,220 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$22,543,424	\$1,787,451	1,388 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$16,680,570	\$1,235,363	1,794 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$22,178,866	\$1,553,617	9,023 fewer adults served
WIA Dislocated Worker State Grants	\$33,775,540	\$2,634,513	1,529 fewer dislocated workers served
WIA Youth State Grants	\$23,736,834	\$1,667,789	483 fewer at-risk youth served
Employment Service	\$19,836,199	\$1,550,972	34,520 fewer jobseekers served
Job Corps	\$3,399,830	\$265,190	114 fewer at-risk youth served
Veterans Employment and Training	\$5,446,000	\$425,000	4,989 fewer veterans served

North Dakota

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$20,123,364	\$1,569,622	52 Head Start jobs lost and 251 fewer children served
Child Care and Development Block Grant	\$4,156,452	\$324,203	182 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,793,733	\$139,911	9,998 fewer women, children, and families served
AIDS Drug Assistance Program	\$255,423	\$19,923	3 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$710,257	\$55,400	1,385 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$8,269,773	\$645,042	2,560 fewer women screened for cancer
Childhood Immunization Grants	\$1,033,000	\$80,574	1,179 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,197,971	\$316,689	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,614,911	\$125,963	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$20,554,636	\$1,696,533	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,257,579	\$254,091	1,936 fewer low-income individuals served
Family Violence Prevention and Services	\$958,246	\$74,743	442 domestic violence victims not served and 289 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$5,440,418	\$424,353	502 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$4,048,348	\$315,771	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$35,555,738	\$1,949,872	27 education jobs lost, 1,427 fewer students served, and 17 fewer schools receive grant funds
School Improvement Grants	\$1,217,324	\$94,952	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 11,178 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	6 fewer centers and 654 fewer students served
Impact Aid	\$26,846,455	\$2,094,023	31 education jobs lost
Special Education Grants to States	\$27,970,106	\$2,361,800	29 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$789,830	\$75,676	1 job no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	73 fewer infants and children served
English Language Acquisition State Grants	\$507,000	\$7,000	47 fewer students served
State Grants for Career and Technical Education	\$4,214,921	\$0*	
Federal Work Study	\$2,902,231	\$2,066	2 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$2,688,347	\$4,485	9 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$491,586	\$38,344	22 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$5,282,176	\$412,011	9,170 fewer jobseekers served
Job Corps	\$45,578,350	\$3,555,110	23 fewer at-risk youth served
Veterans Employment and Training	\$550,000	\$43,000	271 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Ohio

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$287,577,410	\$22,431,038	752 Head Start jobs lost and 3,608 fewer children served
Child Care and Development Block Grant	\$80,388,630	\$6,270,313	2,076 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$21,670,282	\$1,690,282	341,153 fewer women, children, and families served
AIDS Drug Assistance Program	\$16,705,054	\$1,302,994	218 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$6,048,850	\$471,810	11,795 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$4,197,806	\$327,429	1,299 fewer women screened for cancer
Childhood Immunization Grants	\$6,885,000	\$537,030	7,861 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$18,538,073	\$1,743,568	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$16,101,293	\$1,255,901	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$165,463,488	\$13,776,192	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$26,281,578	\$2,049,963	67,152 fewer low-income individuals served
Family Violence Prevention and Services	\$3,008,176	\$234,638	4,053 domestic violence victims not served and 7,033 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$66,155,781	\$5,160,151	7,190 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$30,167,791	\$2,353,088	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$588,161,695	\$43,633,138	600 education jobs lost, 58,246 fewer students served, and 168 fewer schools receive grant funds
School Improvement Grants	\$20,254,289	\$1,579,835	3 fewer schools receive grant funds and 1,421 fewer students served
Improving Teacher Quality State Grants	\$90,808,736	\$6,699,181	7,062 fewer teachers, serving 111,862 students, receive professional development
21st Century Community Learning Centers	\$44,561,817	\$3,475,822	31 fewer centers and 3,312 fewer students served
Impact Aid	\$1,459,963	\$113,877	2 education jobs lost
Special Education Grants to States	\$436,958,357	\$34,797,635	420 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$12,270,992	\$978,590	12 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$14,423,420	\$1,128,885	1,164 fewer infants and children served
English Language Acquisition State Grants	\$9,599,078	\$756,228	3,118 fewer students served
State Grants for Career and Technical Education	\$42,750,001	\$0*	
Federal Work Study	\$40,782,263	\$3,229,660	2,260 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$30,223,375	\$2,572,210	5,181 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$27,089,923	\$1,897,633	11,021 fewer adults served
WIA Dislocated Worker State Grants	\$37,410,700	\$2,918,059	1,693 fewer dislocated workers served
WIA Youth State Grants	\$29,136,945	\$2,047,208	593 fewer at-risk youth served
Employment Service	\$25,946,567	\$2,048,860	45,601 fewer jobseekers served
Job Corps	\$43,107,740	\$3,362,400	99 fewer at-risk youth served
Veterans Employment and Training	\$6,752,000	\$527,000	395 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Oklahoma

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$97,976,084	\$7,642,135	258 Head Start jobs lost and 1,236 fewer children served
Child Care and Development Block Grant	\$33,886,650	\$2,643,159	1,235 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$7,101,708	\$553,933	173,342 fewer women, children, and families served
AIDS Drug Assistance Program	\$4,717,089	\$367,933	61 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,958,549	\$152,767	3,819 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,241,041	\$96,801	384 fewer women screened for cancer
Breast and Cervical Cancer Screening	\$846,660	\$66,039	262 fewer women screened for cancer in the Cherokee Nation
Breast and Cervical Cancer Screening	\$369,358	\$28,810	114 fewer women screened for cancer in the Kaw Nation
Childhood Immunization Grants	\$2,041,000	\$159,198	2,330 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$7,895,438	\$566,960	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$5,563,543	\$433,956	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$32,787,515	\$1,926,885	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$8,062,881	\$628,905	10,597 fewer low-income individuals served
Family Violence Prevention and Services	\$1,539,183	\$120,056	948 domestic violence victims not served and 1,207 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$17,579,842	\$1,371,228	1,899 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$9,673,183	\$754,508	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$161,455,151	\$12,548,429	173 education jobs lost, 31,238 fewer students served, and 92 fewer schools receive grant funds
School Improvement Grants	\$5,581,750	\$435,376	1 fewer school receives grant funds and 392 fewer students served
Improving Teacher Quality State Grants	\$27,960,275	\$2,360,206	2,488 fewer teachers, serving 38,241 students, receive professional development
21st Century Community Learning Centers	\$11,863,563	\$925,358	8 fewer centers and 1469 fewer students served
Impact Aid	\$35,182,707	\$2,744,251	41 education jobs lost

Special Education Grants to States	\$147,674,175	\$11,543,144	139 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$3,563,976	\$298,390	4 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$5,347,542	\$418,509	217 fewer infants and children served
English Language Acquisition State Grants	\$4,499,197	\$354,453	2,649 fewer students served
State Grants for Career and Technical Education	\$15,094,180	\$0*	
Federal Work Study	\$10,630,231	\$486,810	278 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$6,811,325	\$394,556	714 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$6,289,462	\$440,573	2,559 fewer adults served
WIA Dislocated Worker State Grants	\$5,818,181	\$453,822	263 fewer dislocated workers served
WIA Youth State Grants	\$6,676,111	\$469,073	136 fewer at-risk youth served
Employment Service	\$6,779,019	\$533,685	11,878 fewer jobseekers served
Job Corps	\$49,452,270	\$3,857,280	124 fewer at-risk youth served
Veterans Employment and Training	\$1,930,000	\$151,000	387 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Oregon

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$70,527,514	\$5,501,146	188 Head Start jobs lost and 902 fewer children served
Child Care and Development Block Grant	\$26,225,420	\$2,045,583	1,062 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$6,092,388	\$475,206	256,239 fewer women, children, and families served
AIDS Drug Assistance Program	\$4,968,716	\$387,560	65 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$2,269,360	\$177,010	4,425 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,182,532	\$170,237	676 fewer women screened for cancer
Childhood Immunization Grants	\$2,281,000	\$177,918	2,604 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$8,145,629	\$579,009	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$3,774,504	\$294,411	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$36,012,085	\$3,319,234	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$5,375,818	\$419,314	48,702 fewer low-income individuals served
Family Violence Prevention and Services	\$1,554,226	\$121,230	2,405 domestic violence victims not served and 14,323 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$17,801,059	\$1,388,483	5,858 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$10,034,380	\$782,682	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$146,664,001	\$12,944,562	178 education jobs lost, 17,780 fewer students served, and 52 fewer schools receive grant funds
School Improvement Grants	\$5,450,167	\$425,113	1 fewer school receives grant funds and 382 fewer students served
Improving Teacher Quality State Grants	\$23,565,884	\$2,016,339	2,125 fewer teachers, serving 43,053 students, receive professional development
21st Century Community Learning Centers	\$11,468,489	\$894,542	10 fewer centers and 2,084 fewer students served
Impact Aid	\$3,393,286	\$264,676	4 education jobs lost
Special Education Grants to States	\$128,760,236	\$10,075,163	122 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$3,778,956	\$298,383	4 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$4,859,147	\$380,290	230 fewer infants and children served
English Language Acquisition State Grants	\$7,668,179	\$604,108	4,141 fewer students served
State Grants for Career and Technical Education	\$13,408,089	\$998,023	12,113 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$12,445,918	\$506,341	432 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$10,039,443	\$235,562	377 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$10,151,677	\$711,119	4,130 fewer adults served
WIA Dislocated Worker State Grants	\$14,179,357	\$1,105,999	642 fewer dislocated workers served
WIA Youth State Grants	\$10,760,018	\$756,016	219 fewer at-risk youth served
Employment Service	\$8,758,927	\$686,806	15,286 fewer jobseekers served
Job Corps	\$61,535,500	\$4,799,770	81 fewer at-risk youth served
Veterans Employment and Training	\$2,274,000	\$178,000	1,220 fewer veterans served

Pennsylvania

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$262,631,620	\$20,485,266	689 Head Start jobs lost and 3,305 fewer children served
Child Care and Development Block Grant	\$69,645,391	\$5,432,340	4,522 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$23,928,485	\$1,866,422	95,342 fewer women, children, and families served
AIDS Drug Assistance Program	\$30,114,428	\$2,348,925	393 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$7,280,576	\$567,885	14,197 fewer people tested for HIV in Philadelphia
HIV Prevention and Testing	\$5,502,205	\$429,172	10,729* fewer people tested for HIV statewide
Breast and Cervical Cancer Screening	\$2,585,219	\$201,647	800 fewer women screened for cancer
Childhood Immunization Grants	\$7,213,000	\$562,614	8235 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$20,201,109	\$1,919,773	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$10,212,671	\$796,588	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$209,548,185	\$18,324,280	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$28,544,571	\$2,226,477	43,889 fewer low-income individuals served
Family Violence Prevention and Services	\$3,228,167	\$251,797	7,513 domestic violence victims not served and 11,294 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$58,639,671	\$4,573,894	5,013 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$38,123,314	\$2,973,618	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$574,388,686	\$43,166,671	594 education jobs lost, 45,781 fewer students served, and 136 fewer schools receive grant funds
School Improvement Grants	\$20,224,608	\$1,577,519	3 fewer schools receive grant funds and 1,419 fewer students served
Improving Teacher Quality State Grants	\$98,148,572	\$6,171,619	6,505 fewer teachers, serving 88,728 students, receive professional development
21st Century Community Learning Centers	\$41,145,417	\$3,209,342	30 fewer centers and 2,925 fewer students served
Impact Aid	\$855,609	\$66,737	1 education job lost
Special Education Grants to States	\$426,427,814	\$33,805,753	408 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$13,699,570	\$1,038,166	13 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$14,524,309	\$1,136,701	1,358 fewer infants and children served
English Language Acquisition State Grants	\$14,209,092	\$1,119,410	2,326 fewer students served
State Grants for Career and Technical Education	\$42,365,869	\$1,643,091	5,673 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$56,420,705	\$4,139,531	3,564 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$41,759,624	\$2,938,534	4,932 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$26,000,980	\$1,821,354	10,578 fewer adults served
WIA Dislocated Worker State Grants	\$33,628,882	\$2,623,074	1,522 fewer dislocated workers served
WIA Youth State Grants	\$28,346,353	\$1,991,660	576 fewer at-risk youth served
Employment Service	\$26,310,462	\$2,065,395	45,969 fewer jobseekers served
Job Corps	\$20,624,640	\$1,608,720	201 fewer at-risk youth served
Veterans Employment and Training	\$6,181,000	\$482,000	750 fewer veterans served

* Funding for Philadelphia shown separately

Rhode Island

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$25,123,227	\$1,959,612	65 Head Start jobs lost and 312 fewer children served
Child Care and Development Block Grant	\$5,621,733	\$438,495	262 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,725,038	\$134,553	10,956 fewer women, children, and families served
AIDS Drug Assistance Program	\$2,570,166	\$200,473	34 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,218,672	\$95,056	2,376 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,544,551	\$120,475	478 fewer women screened for cancer
Childhood Immunization Grants	\$723,000	\$56,394	825 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,574,482	\$159,080	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,035,051	\$158,734	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$23,175,439	\$1,847,283	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,727,051	\$290,710	11,512 fewer low-income individuals served
Family Violence Prevention and Services	\$1,029,945	\$80,336	887 domestic violence victims not served and 1,209 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$6,670,567	\$520,304	549 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$11,477,564	\$895,250	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$49,138,057	\$3,630,321	50 education jobs lost, 4,448 fewer students served, and 12 fewer schools receive grant funds
School Improvement Grants	\$1,663,220	\$129,731	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 12,566 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	5 fewer centers and 1160 fewer students served
Impact Aid	\$1,528,035	\$119,187	2 education jobs lost
Special Education Grants to States	\$43,668,156	\$3,268,300	39 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$1,639,323	\$122,055	1 job no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	145 fewer infants and children served
English Language Acquisition State Grants	\$2,437,015	\$191,991	515 fewer students served
State Grants for Career and Technical Education	\$5,523,624	\$430,842	2,006 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$8,587,036	\$464,145	433 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$5,828,741	\$282,474	534 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$3,182,636	\$222,941	1,295 fewer adults served
WIA Dislocated Worker State Grants	\$4,729,397	\$368,896	214 fewer dislocated workers served
WIA Youth State Grants	\$3,687,520	\$259,091	75 fewer at-risk youth served
Employment Service	\$2,618,648	\$205,481	4,573 fewer jobseekers served
Job Corps	\$9,818,570	\$765,850	16 fewer at-risk youth served
Veterans Employment and Training	\$651,000	\$51,000	148 fewer veterans served

South Carolina

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$99,522,604	\$7,762,763	260 Head Start jobs lost and 1,246 fewer children served
Child Care and Development Block Grant	\$41,232,806	\$3,216,159	917 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,201,150	\$873,690	24,647 fewer women, children, and families served
AIDS Drug Assistance Program	\$14,015,418	\$1,093,203	183 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$5,519,479	\$430,519	10,763 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$3,092,870	\$241,244	957 fewer women screened for cancer
Childhood Immunization Grants	\$2,546,000	\$198,588	2,907 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$9,764,874	\$699,054	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,558,304	\$199,548	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$36,269,889	\$1,831,201	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$10,359,538	\$808,044	17,072 fewer low-income individuals served
Family Violence Prevention and Services	\$1,704,101	\$132,920	1,756 domestic violence victims not served and 2,258 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$20,457,841	\$1,595,712	2,663 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$4,194,335	\$327,158	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$214,933,269	\$17,772,478	244 education jobs lost, 22,252 fewer students served, and 41 fewer schools receive grant funds
School Improvement Grants	\$7,403,291	\$577,457	1 fewer school receives grant funds and 519 fewer students served
Improving Teacher Quality State Grants	\$30,487,767	\$2,848,444	3003 fewer teachers, serving 46,216 students, receive professional development
21st Century Community Learning Centers	\$17,183,734	\$1,340,331	17 fewer centers and 1,459 fewer students served
Impact Aid	\$1,505,771	\$117,450	2 education jobs lost
Special Education Grants to States	\$176,828,357	\$13,571,439	164 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$7,003,167	\$521,418	6 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$6,094,359	\$476,942	362 fewer infants and children served
English Language Acquisition State Grants	\$4,468,526	\$352,036	2,463 fewer students served
State Grants for Career and Technical Education	\$18,678,722	\$2,044,020	26,891 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$12,240,581	\$654,046	428 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$9,641,911	\$948,573	1,291 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$12,076,612	\$845,960	4,913 fewer adults served
WIA Dislocated Worker State Grants	\$17,247,928	\$1,345,349	781 fewer dislocated workers served
WIA Youth State Grants	\$12,754,206	\$896,131	259 fewer at-risk youth served
Employment Service	\$9,785,215	\$768,108	17,096 fewer jobseekers served
Job Corps	\$7,634,710	\$595,510	46 fewer at-risk youth served
Veterans Employment and Training	\$2,702,000	\$211,000	950 fewer veterans served

South Dakota

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$21,673,818	\$1,690,558	57 Head Start jobs lost and 272 fewer children served
Child Care and Development Block Grant	\$6,221,279	\$485,260	271 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$2,220,682	\$173,213	9,275 fewer women, children, and families served
AIDS Drug Assistance Program	\$730,845	\$57,006	10 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$672,265	\$52,437	1,311 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$811,951	\$63,332	251 fewer women screened for cancer
Breast and Cervical Cancer Screening	\$409,708	\$31,957	127 fewer women screened for cancer in the Cheyenne River Sioux tribe
Childhood Immunization Grants	\$1,295,000	\$101,010	1,478 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,197,971	\$166,871	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,561,207	\$121,774	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$17,507,368	\$1,445,017	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$2,928,123	\$228,394	4,331 fewer low-income individuals served
Family Violence Prevention and Services	\$984,963	\$76,827	790 domestic violence victims not served and 1,229 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$5,030,871	\$392,408	1,530 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$14,755,499	\$1,150,929	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$43,594,684	\$1,838,121	25 education jobs lost, 1,613 fewer students served, and 15 fewer schools receive grant funds
School Improvement Grants	\$1,513,181	\$118,028	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 13,058 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	5 fewer centers and 960 fewer students served
Impact Aid	\$51,490,604	\$4,016,268	60 education jobs lost
Special Education Grants to States	\$33,319,673	\$2,813,518	34 jobs no longer supported by Federal funding

Special Education Preschool State Grants	\$1,437,077	\$106,996	1 job no longer supported by Federal funding
Special Education Grants for Infants and Families	\$2,170,499	\$169,868	87 fewer infants and children served
English Language Acquisition State Grants	\$738,386	\$58,171	278 fewer students served
State Grants for Career and Technical Education	\$4,214,921	\$0*	
Federal Work Study	\$3,925,914	\$29,509	21 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$2,805,614	\$82,030	139 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$914,615	\$71,341	41 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$4,881,946	\$380,793	8,475 fewer jobseekers served
Job Corps	\$19,383,810	\$1,511,940	23 fewer at-risk youth served
Veterans Employment and Training	\$550,000	\$43,000	368 fewer veterans served

*No funding reduction because of "hold harmless" provision in authorizing statute.

Tennessee

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$137,557,725	\$10,729,503	358 Head Start jobs lost and 1,717 fewer children served
Child Care and Development Block Grant	\$52,889,987	\$4,125,419	2,474 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$11,426,365	\$891,256	75,054 fewer women, children, and families served
AIDS Drug Assistance Program	\$17,532,848	\$1,367,562	229 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$5,041,421	\$393,231	9,831 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$1,197,505	\$93,405	371 fewer women screened for cancer
Childhood Immunization Grants	\$3,538,000	\$275,964	4,039 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,424,097	\$959,118	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$4,393,836	\$342,719	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$55,405,327	\$3,716,826	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$13,282,226	\$1,036,014	41,226 fewer low-income individuals served
Family Violence Prevention and Services	\$2,028,791	\$158,246	2,524 domestic violence victims not served and 3,355 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$29,522,772	\$2,302,776	926 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$52,931,968	\$4,128,694	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$280,648,064	\$22,345,314	307 education jobs lost, 48,631 fewer students served, and 91 fewer schools receive grant funds
School Improvement Grants	\$9,873,902	\$770,164	1 fewer school receives grant funds and 693 fewer students served
Improving Teacher Quality State Grants	\$41,694,436	\$3,994,675	4,211 fewer teachers, serving 62,660 students, receive professional development
21st Century Community Learning Centers	\$21,168,384	\$1,651,133	22 fewer centers and 2558 fewer students served
Impact Aid	\$3,642,989	\$284,154	4 education jobs lost
Special Education Grants to States	\$236,469,821	\$18,509,376	223 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$6,750,220	\$515,583	6 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$8,361,277	\$654,346	317 fewer infants and children served
English Language Acquisition State Grants	\$5,669,671	\$446,664	2,380 fewer students served
State Grants for Career and Technical Education	\$23,638,770	\$2,181,612	18,933 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$17,161,043	\$1,506,006	1,116 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$12,585,072	\$1,195,586	2,594 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$15,406,376	\$1,079,208	6,268 fewer adults served
WIA Dislocated Worker State Grants	\$21,002,405	\$1,638,201	951 fewer dislocated workers served
WIA Youth State Grants	\$15,784,120	\$1,109,017	321 fewer at-risk youth served
Employment Service	\$13,308,517	\$1,026,356	22,843 fewer jobseekers served
Job Corps	\$96,622,440	\$7,536,550	88 fewer at-risk youth served
Veterans Employment and Training	\$3,574,000	\$278,000	1,645 fewer veterans served

Texas

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$561,394,575	\$43,788,777	1,463 Head Start jobs lost and 7,022 fewer children served
Child Care and Development Block Grant	\$242,999,338	\$18,953,948	6,580 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$33,132,883	\$2,584,365	951,122 fewer women, children, and families served
AIDS Drug Assistance Program	\$64,616,560	\$5,040,092	842 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$15,796,929	\$1,232,160	30,804 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$6,467,652	\$504,477	2,002 fewer women screened for cancer
Childhood Immunization Grants	\$13,297,000	\$1,037,166	15,181 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$37,551,857	\$3,800,371	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$35,066,008	\$2,735,149	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$129,832,056	\$5,977,324	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$32,435,360	\$2,529,958	58,944 fewer low-income individuals served
Family Violence Prevention and Services	\$5,576,091	\$434,935	6,413 domestic violence victims not served and 18,057 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$134,956,016	\$10,526,569	4,893 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$5,129,979	\$400,138	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$1,386,311,117	\$100,781,616	1,386 education jobs lost, 254,704 fewer students served, and 422 fewer schools receive grant funds
School Improvement Grants	\$49,720,712	\$3,878,215	7 fewer schools receive grant funds and 3,487 fewer students served
Improving Teacher Quality State Grants	\$200,179,559	\$18,515,903	19,518 fewer teachers, serving 284,182 students, receive professional development
21st Century Community Learning Centers	\$104,440,061	\$8,146,324	57 fewer centers and 15,652 fewer students served
Impact Aid	\$100,669,130	\$7,852,192	118 education jobs lost
Special Education Grants to States	\$980,678,753	\$80,678,969	974 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$22,325,688	\$1,952,535	24 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$40,318,862	\$3,155,376	2,261 fewer infants and children served
English Language Acquisition State Grants	\$101,415,375	\$7,989,629	57,158 fewer students served
State Grants for Career and Technical Education	\$92,218,972	\$11,535,379	155,876 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$50,359,959	\$3,840,267	2,265 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$42,065,105	\$4,057,690	7,368 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$52,386,229	\$3,669,624	21,311 fewer adults served
WIA Dislocated Worker State Grants	\$65,045,270	\$5,073,573	2,944 fewer dislocated workers served
WIA Youth State Grants	\$55,664,646	\$3,911,087	1,132 fewer at-risk youth served
Employment Service	\$49,945,739	\$3,851,823	85,729 fewer jobseekers served
Job Corps	\$42,477,600	\$3,313,250	357 fewer at-risk youth served
Veterans Employment and Training	\$11,573,000	\$903,000	6,279 fewer veterans served

Utah

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$45,256,053	\$3,529,972	118 Head Start jobs lost and 567 fewer children served
Child Care and Development Block Grant	\$27,265,984	\$2,126,747	571 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$5,934,685	\$462,905	15,517 fewer women, children, and families served
AIDS Drug Assistance Program	\$3,208,987	\$250,301	42 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$910,740	\$71,038	1,776 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,244,920	\$175,104	695 fewer women screened for cancer
Childhood Immunization Grants	\$1,686,000	\$131,508	1,925 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$6,664,430	\$417,719	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$2,169,360	\$169,210	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$24,100,402	\$1,994,144	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,480,348	\$271,467	18,564 fewer low-income individuals served
Family Violence Prevention and Services	\$1,352,856	\$105,523	234 domestic violence victims not served and 2,570 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$17,005,006	\$1,326,390	1,135 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$3,997,690	\$311,820	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$93,181,540	\$8,426,251	116 education jobs lost, 11,316 fewer students served, and 26 fewer schools receive grant funds
School Improvement Grants	\$3,404,851	\$265,579	1 fewer school receives grant funds and 239 fewer students served
Improving Teacher Quality State Grants	\$16,138,221	\$1,678,251	1,769 fewer teachers, serving 39,466 students, receive professional development
21st Century Community Learning Centers	\$6,287,988	\$490,463	6 fewer centers and 1,671 fewer students served
Impact Aid	\$8,117,466	\$633,162	9 education jobs lost
Special Education Grants to States	\$109,453,830	\$8,969,599	108 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$3,491,122	\$268,163	3 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$5,426,252	\$424,666	265 fewer infants and children served
English Language Acquisition State Grants	\$4,813,381	\$379,204	3,639 fewer students served
State Grants for Career and Technical Education	\$12,045,788	\$550,549	6,500 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$4,728,229	\$229,863	124 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$3,994,017	\$243,839	822 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 12 Funding	FY 13	
		Sequester Cut	Impact
WIA Adult State Grants	\$4,258,913	\$58,204	338 fewer adults served
WIA Dislocated Worker State Grants	\$6,236,314	\$486,436	282 fewer dislocated workers served
WIA Youth State Grants	\$5,347,985	\$193,748	56 fewer at-risk youth served
Employment Service	\$7,113,078	\$570,043	12,687 fewer jobseekers served
Job Corps	\$10,106,890	\$788,340	63 fewer at-risk youth served
Veterans Employment and Training	\$1,092,000	\$86,000	343 fewer veterans served

Vermont

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$15,191,416	\$1,184,930	39 Head Start jobs lost and 187 fewer children served
Child Care and Development Block Grant	\$3,203,680	\$249,887	206 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,676,345	\$130,755	25,964 fewer women, children, and families served
AIDS Drug Assistance Program	\$392,356	\$30,604	5 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,097,967	\$85,641	2,141 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$2,578,483	\$201,122	798 fewer women screened for cancer
Childhood Immunization Grants	\$1,040,000	\$81,120	1,187 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,197,971	\$343,133	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,295,344	\$101,037	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$19,529,156	\$1,611,893	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,561,406	\$277,790	5,097 fewer low-income individuals served
Family Violence Prevention and Services	\$949,406	\$74,054	800 domestic violence victims not served and 731 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$5,379,071	\$419,568	746 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$17,666,619	\$1,377,996	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$34,500,778	\$1,895,900	26 education jobs lost, 2,821 fewer students served, and 13 fewer schools receive grant funds
School Improvement Grants	\$1,212,682	\$94,589	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 10,302 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	9 fewer centers and 1,150 fewer students served
Impact Aid	\$6,707	\$523	
Special Education Grants to States	\$26,968,524	\$2,277,226	27 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$840,327	\$77,986	1 job no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	62 fewer infants and children served
English Language Acquisition State Grants	\$504,288	\$4,288	11 fewer students served
State Grants for Career and Technical Education	\$4,214,921	\$0*	
Federal Work Study	\$5,983,276	\$141,482	154 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$5,153,567	\$55,320	54 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$1,060,351	\$82,708	48 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$2,286,981	\$178,385	3,970 fewer jobseekers served
Job Corps	\$26,520,990	\$2,068,640	9 fewer at-risk youth served
Veterans Employment and Training	\$544,000	\$42,000	304 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Virginia

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$115,652,122	\$9,020,866	301 Head Start jobs lost and 1,444 fewer children served
Child Care and Development Block Grant	\$43,445,456	\$3,388,746	1,090 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$12,160,138	\$948,491	32,273 fewer women, children, and families served
AIDS Drug Assistance Program	\$22,478,977	\$1,753,360	293 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$6,732,464	\$525,132	13,128 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$997,700	\$77,821	309 fewer women screened for cancer
Childhood Immunization Grants	\$4,819,000	\$375,882	5,502 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$15,098,787	\$1,209,234	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$4,748,591	\$370,390	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$80,436,332	\$5,247,562	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$10,794,220	\$841,949	18,202 fewer low-income individuals served
Family Violence Prevention and Services	\$2,341,060	\$182,603	1,879 domestic violence victims not served and 2,753 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$42,761,980	\$3,335,434	2,780 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$15,024,550	\$1,171,915	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$229,979,567	\$20,102,876	276 education jobs lost, 20,125 fewer students served, and 64 fewer schools receive grant funds
School Improvement Grants	\$7,743,099	\$603,962	1 fewer school receives grant funds and 543 fewer students served
Improving Teacher Quality State Grants	\$43,066,713	\$3,420,772	3,606 fewer teachers, serving 63,393 students, receive professional development
21st Century Community Learning Centers	\$18,840,833	\$1,469,585	12 fewer centers and 2019 fewer students served
Impact Aid	\$35,523,961	\$2,770,869	42 education jobs lost
Special Education Grants to States	\$281,475,855	\$21,943,001	265 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$8,952,199	\$666,532	8 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$10,434,010	\$816,563	577 fewer infants and children served
English Language Acquisition State Grants	\$11,624,874	\$915,822	7,682 fewer students served
State Grants for Career and Technical Education	\$24,011,928	\$764,914	11,195 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$18,058,926	\$1,747,482	1,314 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$14,672,910	\$1,459,324	3,314 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$11,977,315	\$839,003	4,873 fewer adults served
WIA Dislocated Worker State Grants	\$16,429,934	\$1,281,545	744 fewer dislocated workers served
WIA Youth State Grants	\$13,020,339	\$914,831	265 fewer at-risk youth served
Employment Service	\$15,905,779	\$1,226,657	27,302 fewer jobseekers served
Job Corps	\$19,040,370	\$1,485,150	82 fewer at-risk youth served
Veterans Employment and Training	\$4,537,000	\$353,000	1,104 fewer veterans served

Washington

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$117,831,024	\$9,190,820	303 Head Start jobs lost and 1,456 fewer children served
Child Care and Development Block Grant	\$39,115,017	\$3,050,971	2,390 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$8,799,423	\$686,355	76,887 fewer women, children, and families served
AIDS Drug Assistance Program	\$11,539,533	\$900,084	150 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$3,478,393	\$271,315	6,783 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$4,432,050	\$345,700	1,372 fewer women screened for cancer
Breast and Cervical Cancer Screening	\$508,752	\$39,683	157 fewer women screened for cancer in the South Puget Sioux tribe
Childhood Immunization Grants	\$3,899,000	\$304,122	4,451 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$12,242,591	\$1,016,312	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$7,300,491	\$569,438	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$57,967,554	\$5,285,361	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$7,989,634	\$623,191	60,452 fewer low-income individuals served
Family Violence Prevention and Services	\$2,100,198	\$163,815	1,259 domestic violence victims not served and 3764 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$34,712,990	\$2,707,613	4,141 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$6,437,582	\$502,131	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$213,017,558	\$18,826,383	259 education jobs lost, 18,101 fewer students served, and 82 fewer schools receive grant funds
School Improvement Grants	\$7,865,587	\$613,515	1 fewer school receives grant funds and 552 fewer students served
Improving Teacher Quality State Grants	\$39,717,936	\$3,260,985	3,437 fewer teachers, serving 66,575 students, receive professional development
21st Century Community Learning Centers	\$16,504,291	\$1,287,335	14 fewer centers and 1,855 fewer students served
Impact Aid	\$42,689,912	\$3,329,813	50 education jobs lost
Special Education Grants to States	\$220,953,409	\$17,789,581	215 jobs no longer supported by Federal funding

Special Education Preschool State Grants	\$8,011,726	\$596,511	7 jobs no longer supported by Federal funding
Special Education Grants for Infants and Families	\$8,832,740	\$691,210	438 fewer infants and children served
English Language Acquisition State Grants	\$17,374,274	\$1,368,767	7,291 fewer students served
State Grants for Career and Technical Education	\$20,629,135	\$1,044,891	25,681 fewer students receive education and skills for high-demand jobs
Federal Work Study	\$14,190,811	\$451,436	283 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$12,158,894	\$354,126	681 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$15,738,264	\$1,102,456	6,403 fewer adults served
WIA Dislocated Worker State Grants	\$22,715,887	\$1,771,854	1,028 fewer dislocated workers served
WIA Youth State Grants	\$16,959,549	\$1,191,605	345 fewer at-risk youth served
Employment Service	\$14,673,520	\$1,131,624	25,186 fewer jobseekers served
Job Corps	\$36,661,620	\$2,859,610	130 fewer at-risk youth served
Veterans Employment and Training	\$4,194,000	\$327,000	1,727 fewer veterans served

West Virginia

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$58,385,484	\$4,554,068	153 Head Start jobs lost and 734 fewer children served
Child Care and Development Block Grant	\$14,361,718	\$1,120,214	426 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$6,327,167	\$493,519	89,475 fewer women, children, and families served
AIDS Drug Assistance Program	\$1,488,804	\$116,127	19 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$1,249,602	\$97,469	2,437 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$3,125,115	\$243,759	967 fewer women screened for cancer
Childhood Immunization Grants	\$1,037,800	\$80,948	1,185 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$5,425,674	\$280,052	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$3,029,975	\$236,338	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$29,699,517	\$2,451,331	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$7,547,596	\$588,712	9,773 fewer low-income individuals served
Family Violence Prevention and Services	\$1,180,978	\$92,116	1,502 domestic violence victims not served and 539 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$8,644,366	\$674,261	1,732 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$14,327,400	\$1,117,537	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$94,247,800	\$8,026,228	110 education jobs lost, 10,811 fewer students served, and 31 fewer schools receive grant funds
School Improvement Grants	\$3,329,332	\$259,688	1 fewer school receives grant funds and 234 fewer students served
Improving Teacher Quality State Grants	\$20,417,745	\$1,014,375	1,069 fewer teachers, serving 14,891 students, receive professional development
21st Century Community Learning Centers	\$7,098,334	\$553,670	12 fewer centers and 1230 fewer students served
Impact Aid	\$10,576	\$825	
Special Education Grants to States	\$75,837,277	\$5,675,967	69 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$3,416,814	\$254,398	3 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	192 fewer infants and children served
English Language Acquisition State Grants	\$610,453	\$48,092	120 fewer students served
State Grants for Career and Technical Education	\$8,428,617	\$0*	
Federal Work Study	\$5,599,905	\$115,455	98 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$4,714,158	\$192,968	320 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$4,670,162	\$327,142	1,900 fewer adults served
WIA Dislocated Worker State Grants	\$4,805,556	\$374,837	218 fewer dislocated workers served
WIA Youth State Grants	\$4,577,244	\$321,605	93 fewer at-risk youth served
Employment Service	\$5,587,868	\$435,856	9,701 fewer jobseekers served
Job Corps	\$21,236,850	\$1,656,470	19 fewer at-risk youth served
Veterans Employment and Training	\$877,000	\$69,000	324 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Wisconsin

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$105,517,607	\$8,230,373	276 Head Start jobs lost and 1,324 fewer children served
Child Care and Development Block Grant	\$36,035,227	\$2,810,748	940 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$10,659,233	\$831,420	18,952 fewer women, children, and families served
AIDS Drug Assistance Program	\$5,337,323	\$416,311	70 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$2,163,675	\$168,767	4,219 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$4,050,607	\$315,947	1,254 fewer women screened for cancer
Childhood Immunization Grants	\$3,469,000	\$270,582	3,961 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$11,727,640	\$859,502	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$7,124,160	\$555,684	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$105,171,626	\$9,587,923	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$8,203,350	\$639,861	29,553 fewer low-income individuals served
Family Violence Prevention and Services	\$1,904,421	\$148,545	2,963 domestic violence victims not served and 7,336 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$27,880,736	\$2,174,697	3,214 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$4,030,912	\$314,411	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$227,547,885	\$17,755,173	244 education jobs lost, 20,856 fewer students served, and 92 fewer schools receive grant funds
School Improvement Grants	\$8,074,622	\$629,821	1 fewer school receives grant funds and 566 fewer students served
Improving Teacher Quality State Grants	\$39,886,313	\$2,877,876	3,034 fewer teachers, serving 45,298 students, receive professional development
21st Century Community Learning Centers	\$16,549,247	\$1,290,841	16 fewer centers and 3,817 fewer students served
Impact Aid	\$13,119,215	\$1,023,299	15 education jobs lost
Special Education Grants to States	\$207,862,974	\$15,964,667	193 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$9,289,944	\$691,680	8 jobs no longer supported by Federal funding

Special Education Grants for Infants and Families	\$7,127,800	\$557,850	480 fewer infants and children served
English Language Acquisition State Grants	\$6,611,998	\$520,901	3,111 fewer students served
State Grants for Career and Technical Education	\$20,241,685	\$0*	
Federal Work Study	\$17,921,179	\$712,519	652 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$15,802,752	\$478,954	862 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$10,586,754	\$741,595	4,307 fewer adults served
WIA Dislocated Worker State Grants	\$15,286,735	\$1,192,376	692 fewer dislocated workers served
WIA Youth State Grants	\$12,342,748	\$867,221	251 fewer at-risk youth served
Employment Service	\$12,597,349	\$990,211	22,039 fewer jobseekers served
Job Corps	\$25,402,800	\$1,981,420	47 fewer at-risk youth served
Veterans Employment and Training	\$2,965,000	\$231,000	508 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

Wyoming

Department of Health and Human Services	FY 12 Funding	FY 13 Sequester Cut	Impact
Head Start	\$13,480,863	\$1,051,507	35 Head Start jobs lost and 169 fewer children served
Child Care and Development Block Grant	\$2,981,813	\$232,581	234 fewer children receive child care subsidies
Maternal and Child Health Block grant	\$1,236,266	\$96,429	25,917 fewer women, children, and families served
AIDS Drug Assistance Program	\$226,847	\$17,694	3 fewer patients receive life-saving drugs
HIV Prevention and Testing	\$767,270	\$59,847	1,496 fewer people tested for HIV
Breast and Cervical Cancer Screening	\$683,359	\$53,302	212 fewer women screened for cancer
Childhood Immunization Grants	\$319,000	\$24,882	364 fewer children receive MMR, Tdap, flu and Hepatitis B vaccinations
Public Health Emergency Preparedness Grants	\$4,197,971	\$343,133	Reduced ability to respond to biological, radiological, chemical, and natural emergencies
Survey and Certification of Health Care and Long-Term Care Facilities	\$1,141,670	\$89,050	Transplant and ambulatory surgery centers would be recertified once every 30 years as compared to current schedule of once every 3-4 years
Low Income Home Energy Assistance Program	\$9,501,674	\$783,427	Less funding to provide home heating and cooling assistance to low-income individuals and families
Community Services Block Grant	\$3,561,406	\$277,790	4,547 fewer low-income individuals served
Family Violence Prevention and Services	\$937,686	\$73,140	456 domestic violence victims not served and 4,846 local crisis calls not answered
Substance Abuse Prevention and Treatment	\$3,495,265	\$272,631	711 fewer admissions to substance abuse treatment programs
Senior Nutrition	\$731,341	\$57,045	Less funding to provide congregate and home-delivered meals to needy seniors

Department of Education	FY 12 Funding	FY 13 Sequester Cut	Impact
Title I Grants to Local Educational Agencies	\$33,627,421	\$1,799,426	25 education jobs lost, 1,186 fewer students served, and 10 fewer schools receive grant funds
School Improvement Grants	\$1,171,017	\$91,340	Diminished capacity to turn around failing schools
Improving Teacher Quality State Grants	\$11,493,668	\$933,150	984 fewer teachers, serving 12,103 students, receive professional development
21st Century Community Learning Centers	\$5,643,199	\$440,170	8 fewer centers and 973 fewer students served
Impact Aid	\$13,768,991	\$1,073,982	16 education jobs lost
Special Education Grants to States	\$28,292,653	\$2,389,036	29 jobs no longer supported by Federal funding
Special Education Preschool State Grants	\$1,033,251	\$86,812	1 job no longer supported by Federal funding

Special Education Grants for Infants and Families	\$2,170,499	\$169,868	90 fewer infants and children served
English Language Acquisition State Grants	\$500,000	\$0	
State Grants for Career and Technical Education	\$4,214,921	\$0*	
Federal Work Study	\$1,047,615	\$75,918	59 fewer students receive financial assistance
Supplemental Educational Opportunity Grants	\$1,032,525	\$88,622	198 fewer students receive Supplemental Educational Opportunity Grant financial aid

Department of Labor	FY 13		Impact
	FY 12 Funding	Sequester Cut	
WIA Adult State Grants	\$1,922,209	\$149,931	871 fewer adults served
WIA Dislocated Worker State Grants	\$909,374	\$70,932	41 fewer dislocated workers served
WIA Youth State Grants	\$2,024,817	\$157,937	46 fewer at-risk youth served
Employment Service	\$3,787,650	\$295,438	6,576 fewer jobseekers served
Job Corps	\$1,049,000	\$81,820	9 fewer at-risk youth served
Veterans Employment and Training	\$544,000	\$42,000	322 fewer veterans served

*No funding reduction because of “hold harmless” provision in authorizing statute.

**Bethel Public Schools
Grade Four Mathematics**

Enduring Understandings for Grade Four Mathematics

1. Students develop understanding and fluency with multi-digit multiplication, and they develop understanding of dividing to find quotients involving multi-digit dividends.

Students generalize their understanding of place value to 1,000,000, understanding relative sizes of numbers in each place.

Students apply their understanding of models for multiplication as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers.

Students understand why these methods work and can explain them based on place value and properties of operations, and the use them to solve problems.

Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use procedures to find quotients involving multi-digit dividends.

2. Students develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

Students recognize that two different fractions can be equal (e.g., $15/9=5/3$), and they develop methods for generating and recognizing equivalent fractions.

Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

3. Students develop understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Students describe, analyze, compare, and classify two dimensional shapes.

Bethel Power Standards for Grade Four Mathematics

Operations and Algebraic Thinking (OA)

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g. by using drawings and equations with a symbol of the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain Familiarity with Factors and Multiples.

4. Find all factor pairs from a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule 'add 3' and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten (NBT)

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, $<$ symbols to record the results of comparisons.

3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations with Fractions (NOF)

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g. by creating common denominators or numerators, or by comparing a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions (by using a fraction model).

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

- b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g. by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $17/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$).
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Understand decimal notation for fractions, and compare decimal fractions.

- 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)
- 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

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7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e. g. by using a visual model.

Measurement and Data (MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of unit, including km, m, cm; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)... Measure time intervals in hours, minutes, and seconds.
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including problems involving simple fractions or decimals, and problems that require expressing measurements given in a large unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric measurement: Understand concepts of angles, and be able to measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

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- a. 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.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measures.
 7. 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.

Geometry (G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles or a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematical Communication and Reasoning (MCR)

1. Use the language of mathematics to communicate about mathematical concepts and skills and to explain thinking.
2. Describe the “reasonableness” of estimates when solving problems.
3. Apply mathematical knowledge to science and social studies classes, when appropriate.
4. Demonstrate mathematical reasoning while solving computation, number sense, measurement problems.

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5. Increase repertoire of problem-solving strategies to use when solving mathematical problems.

Standards for Mathematical Practices

Teachers working to implement this curriculum will use the following Mathematical Practices delineated in the *Common Core State Standards*. Their students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Curriculum Pacing Chart

Bethel's Grade Four students have **70 minutes** of mathematics instruction per day.

August 30 to September 20—Place Value and Operations with Whole Numbers

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Place Value, and Addition and Subtraction within 1,000,000</u>		
NBT.1	1. Model the ten-to-one relationship among place value positions in the base ten number system.	1.1 Model Place Value Relationships	Prerequisite Skills test (8/31)
NBT.2	2. Read and write whole numbers in standard form, word form, and expanded form.	1.2 Read and Write Numbers	Show What You Know (8/30)
NBT. 2	3. Compare and order whole numbers based on the values of the digits in each number.	1.3 Compare and Order numbers	Mid-Chapter Checkpoint (9/11)
NBT. 3	4. Round a whole number to any place.	1.4 Round Numbers.	Chapter 1 Review (9/19)
NBT.1, 2	5. Rename whole numbers by re-grouping.	1.5 Investigate-Rename Numbers	Chapter 1 Test (9/20)
NBT.3, 4 OA 3	6. Add whole numbers and determine whether solutions to addition problems are reasonable.	1.6 Add Whole Numbers	Beginning of Year Assessment (TBD)
NBT 3, 4 OA 3	7. Subtract whole numbers and determine whether solutions to subtraction problems are reasonable.	1.7 Subtract Whole Numbers	

<p>NBT 4</p> <p>MP 2 and 6</p>	<p>8. Use the strategy “Draw a Diagram” to solve comparison problems with addition and subtraction.</p>	<p>1.8 Problem Solving-Comparison Problems with Addition and Subtraction</p>	
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September 21 to October 18—Place Value and Operations with Whole Numbers

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<p><u>Multiply by 1-Digit Numbers</u></p>		
OA 1	1. Relate multiplication equations and comparison statements.	2.1 Algebra: Multiplication Comparisons	Show What You Know (9/21)
OA 2	2. Solve problems involving multiplicative comparison and additive comparison.	2.2 Comparison Problems	Mid Chapter Checkpoint (10/4)
NBT 1, 5	3. Multiply 10’s, 100’s, and 1000’s by whole numbers through 10.	2.3 Multiply Tens, Hundreds and Thousands.	Chapter Review (10/17)
NBT 3, 5	4. Estimate products by rounding and determine if exact answers to multiplication problems are reasonable.	2.4 Estimate Products	Chapter Test (10/18)
NBT 5	5. Use the distributive property to multiply a 2-digit number by a 1-digit number.	2.5 Investigate: Multiply Using the Distributive Property	Benchmark Assessments (TBD)

NBT 5	6. Use expanded form to multiply a multi-digit number by a one-digit number.	2.6 Multiply Using Expanded Form	
NBT 5	7. Use place value and partial products to multiply a multi-digit number by a one-digit number.	2.7 Multiply Using Partial Products	
NBT 5	8. Use mental math and properties to multiply a multi-digit number by a one-digit number.	2.8 Multiply Using Mental Math	
NBT 5 OA 3	9. Use the "Draw a Diagram" strategy to solve multi-step problems.	2.9 Problem Solving-Multistep Multiplication Problems	
NBT 5	10. Use re-grouping to multiply a 2-digit number by a 1-digit number.	2.10 Multiply 2 digit Numbers with Regrouping	
NBT 5	11. Use re-grouping to multiply a multi-digit number by a 1-digit number.	2.11 Multiply 3 digit and 4 digit numbers with Regrouping	
OA 3	12. Represent and solve multi-step problems using equations.	2.12 Algebra: Solve Multistep Problems Using Equations.	
MP 1 and 4			

October 19 to November 6—Place Value and Operations with Whole Numbers

Power Standard	Learning Objectives	Lessons	Formative Assessment
<p>NBT 1, 5</p> <p>NBT 3, 5</p> <p>NBT 5</p> <p>NBT 5</p> <p>NBT 5</p> <p>NBT 5</p> <p>NBT 5 OA 3</p> <p>MP 4 and 8</p>	<p style="text-align: center;"><u>Multiply by 2-Digit Numbers</u></p> <p>1. Use place value and multiplication properties to multiply by 10’s.</p> <p>2. Estimate products by rounding or by using compatible numbers.</p> <p>3. Use area models and partial products to multiply by 2-digit numbers.</p> <p>4. Use place value and partial products to multiply 2-digit numbers.</p> <p>5. Use re-grouping to multiply 2-digit numbers.</p> <p>6. Choose a method to multiply 2-digit numbers.</p> <p>7. Use the strategy “Draw a Diagram” to solve multi-step multiplication problems.</p>	<p>3.1 Multiply By Tens</p> <p>3.2 Estimate Products</p> <p>3.3 Investigate: Area Models and Partial Products</p> <p>3.4 Multiply Using Partial Products</p> <p>3.5 Multiply With Regrouping</p> <p>3.6 Choose a Multiplication Method</p> <p>3.7 Problem Solving: Multiply 2 digit Numbers</p>	<p>Show What You Know (10/19)</p> <p>Mid Chapter Checkpoint (10/26)</p> <p>Chapter Review (11/5)</p> <p>Chapter Test (11/6)</p>

November 7 to December 5—Place Value and Operations with Whole Numbers

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Divide by 1-Digit Numbers</u>		
NBT 6	1. Use multiples to estimate quotients.	4.1 Estimate Quotients Using Multiples	Show What You Know (11/2)
NBT 6	2. Use models to divide whole numbers that do not divide evenly.	4.2 Investigate Remainders	Mid Chapter Checkpoint (11/21)
NBT 6 OA 3	3. Use remainders to solve division problems.	4.3 Interpret the Remainders	Chapter Review (12/4)
NBT 1, 6	4. Divide 10's, 100's, and 1000's by whole numbers through 10.	4.4 Divide Tens, Hundreds and Thousands	Chapter Test (12/5)
NBT 6	5. Use compatible numbers to estimate quotients.	4.5 Estimate Quotients Using Compatible Numbers	
NBT 6	6. Use the distributive property to find quotients.	4.6 Investigate: Division and The Distributive Property	
NBT 6	7. Use repeated subtraction and multiples to find quotients.	4.7 Investigate: Divide Using Repeated Subtraction	
NBT 6	8. Use partial quotients to divide.	4.8 Divide Using Partial Quotients	
NBT 6	9. Use base ten blocks to model division with re-grouping.	4.9 Investigate: Model Division with Regrouping	
NBT 6	10. Use place value to determine where to place the first digit of a quotient.	4.10 Place the First Digit	

NBT 6	11. Divide a multi-digit numbers by 1-digit divisors.	4.11 Divide by One Digit Numbers	
NBT 6 OA 3	12. Solve problems by using the strategy “Draw a Diagram.”	4.12 Problem Solving: Multistep Division Problems	
MP 2 and 4			

December 6 to December 17—Place Value and Operations with Whole Numbers

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Factors, Multiples, and Patterns</u>		
OA 4	1. Find all the factors of a number by using models.	5.1 Model Factors	Show What You Know (11/30)
OA 4	2. Determine whether a number is a factor of a given number.	5.2 Factors and Divisibility	Mid Chapter Checkpoint (12/11)
OA 4	3. Solve problems by using the strategy “Make a List.”	5.3 Problem Solving: Common Factors	Chapter Review (12/14)
OA 4	4. Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	5.4 Factors and Multiples	Chapter Test (12/17)
OA 4	5. Determine whether a number is prime or composite.	5.5 Prime and Composite Numbers	
OA 5	6. Generate a number pattern and describe features of the pattern.	5.6 Algebra: Number Patterns	
MP 6 and 7			

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December 18 to January 11—Fractions and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Fraction Equivalents and Comparison</u>		
NF 1	1. Use models to show equivalent fractions.	6.1 Investigate: Equivalent Fractions	Show What You Know (12/14)
NF 1	2. Use multiplication to generate equivalent fractions.	6.2 Generate Equivalent Fractions	Mid Chapter Checkpoint (1/3)
NF 1	3. Write and identify equivalent fractions in simplest form.	6.3 Simplest Form	Chapter Review (1/10)
NF 1	4. Use equivalent fractions to represent a pair of fractions as fractions with a common denominator.	6.4 Common Denominators	Chapter Test (1/11)
NF 1	5. Use the strategy “Make a Table” to solve problems using equivalent fractions.	6.5 Problem Solving: Find Equivalent Fractions	
NF 2	6. Compare fractions using benchmarks.	6.6 Compare Fractions Using Benchmarks	
NF 2	7. Compare fractions by first writing them as fractions as fractions with a common numerator or a common denominator.	6.7 Compare Fractions	
NF 2	8. Compare and order fractions.	6.8 Compare and Order Fraction	

MP 4 and 7			
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January 14 to February 1—Fractions and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Add and Subtract Fractions</u>		
NF 3a	1. Understand that to add or subtract fractions, they must refer to parts of the same whole.	7.1 Investigate: Add and Subtract Parts of a Whole	Show What You Know (1/11)
NF 3b	2. Decompose a fraction by writing it as a sum of fractions with the same denominators.	7.2 Write Fractions as Sums	Mid Chapter Checkpoint (11/23)
NF 3d	3. Use models to represent and find sums involving fractions.	7.3 Add Fractions Using Models	Chapter Review (1/31)
NF 3d	4. Use models to represent and find differences involving fractions.	7.4 Subtract Fractions Using Models	Chapter Test (2/1)
NF 3d	5. Solve word problems involving addition and subtraction with fractions.	7.5 Add and Subtract Fractions	Benchmark Assessments (TBD)
NF 3b	6. Write fractions greater than one as mixed numbers, and write mixed numbers as fractions greater than one.	7.6 Rename Fractions and Mixed Numbers	Middle of Year Assessment (TBD)
NF 3c	7. Add and subtract mixed numbers.	7.7 Add and Subtract Mixed Numbers	

NF 3c	8. Re-name mixed numbers to subtract.	7.8 Subtraction with Renaming	
NF 3c	9. Use the properties of addition to add fractions.	7.9 Algebra: Fractions and Properties of Addition	
NF 3d	10. Use the strategy “Act It Out” to solve multi-step fraction problems.	7.10 Problem Solving: Multistep Fraction Problems	
MP 2, 4, and 5			

February 4 to February 13—Fractions and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Multiply Fractions by Whole Numbers</u>		
NF 4a	1. Write a fraction as a product of a whole number and a unit fraction.	8.1 Multiples of Unit Fractions	Show What You Know (2/1)
NF 4b and 4c	2. Write a product of a whole number and a fraction as a product of a whole number and a unit fraction.	8.2 Multiples of Fractions	Mid Chapter Checkpoint (2/6)
NF 4b and 4c	3. Use a model to multiply a fraction by a whole number.	8.3 Multiply a Fraction by a Whole Number Using Models	Chapter Review (2/12)
NF 4c	4. Multiply a fraction by a whole number to solve a problem.	8.4 Multiply a Fraction or a Mixed Number by a Whole Number	Chapter Test (2/13)
NF 4c	5. Use the strategy “Draw a Diagram” to solve comparison problems with fractions.	8.5 Problem Solving-Comparisons	
MP 2 and 7			

February 14 to March 1—Fractions and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
NF 6 NF 6 NF 5, 6 NF 6 MD 2 NF 5 NF 7 MP 7 and 8	<u>Relate Fractions and Decimals</u>		
	1. Record tenths as fractions and as decimals.	9.1 Relate Tenths and Decimals	Show What You Know (2/8)
	2. Record hundredths as fractions and as decimals.	9.2 Relate Hundredths and Decimals	Mid Chapter Checkpoint (2/22)
	3. Record tenths and hundredths as fractions and as decimals.	9.3 Equivalent Fractions and Decimals	Chapter Review (2/28)
	4. Translate among representations of fractions, decimals, and money.	9.4 Relate Fractions, Decimals and Money	Chapter Test (3/1)
	5. Solve problems by using the strategy “Act It Out.”	9.5 Problem Solving: Money	
	6. Add fractions when the denominators are 10 or 100.	9.6 Add Fractional Parts of 10 and 100	
7. Compare decimals to hundredths by reasoning about their size.	9.7 Compare Decimals		

March 4 to March 15—Geometry, Measurement, and Data

Power Standard	Learning Objectives	Lessons	Formative Assessment
<p>G 1</p> <p>G 1, 2</p> <p>G 1</p> <p>G 2</p> <p>G 3</p> <p>G 3</p> <p>OA 5</p> <p>MP 6 and 7</p>	<p style="text-align: center;"><u>Two-Dimensional Figures</u></p> <p>1. Identify and draw points, lines, line segments, rays, and angles.</p> <p>2. Classify triangles by the size of their angles.</p> <p>3. Identify and draw parallel lines and perpendicular lines.</p> <p>4. Sort and classify quadrilaterals.</p> <p>5. Determine whether a figure has a line of symmetry.</p> <p>6. Identify and draw the lines of symmetry in two-dimensional figures.</p> <p>7. Use the strategy “Act It Out” to solve pattern problems.</p>	<p>10.1 Lines, Rays and Angles</p> <p>10.2 Classify Triangles</p> <p>10.3 Parallel Lines and Perpendicular Lines</p> <p>10.4 Classify Quadrilaterals</p> <p>10.5 Line Symmetry</p> <p>10.6 Find and Draw Lines of Symmetry</p> <p>10.7 Problem Solving-Shape Patterns</p>	<p>Show What You Know (3/1)</p> <p>Mid Chapter Checkpoint (3/8)</p> <p>Chapter Review (3/14)</p> <p>Chapter Test (3/15)</p>

March 18 to March 28—Geometry, Measurement, and Data

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<p><u>Angles</u></p>		
MD 5a	1. Relate angles and fractional parts of a circle.	11.1 Investigate: Angles and Fractional Parts of a Circle	Show What You Know (3/15)
MD 5a, 5b	2. Relate degrees to fractional parts of a circle by understanding that an angle that measures 1 degree turns through $n/360$ of a circle.	11.2 Degrees	Mid Chapter Checkpoint (3/21)
MD 6	3. Use a protractor to measure an angle and to draw an angle with a given measure.	11.3 Measure and Draw Angles	Chapter Review (3/26)
MD 7	4. Determine the measure of an angle separated into parts.	11.4 Investigate: Join and Separate Angles	Chapter Test (3/27)
MP 1 and 5	5. Use the strategy “draw a diagram” to solve angle measurement problems.	11.5 Problem Solving: Unknown Angle Measures	

April 1 to April 23—Geometry, Measurement, and Data

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Relative Sizes of Measurement Units</u>		
MD 1	1. Use benchmarks to understand the relative size of measurement units.	12.1 Measurement Benchmarks	Show What You Know (3/28)
MD 1, 2	2. Use models to compare customary units of length.	12.2 Customary Units of Length	Mid Chapter Checkpoint (4/5)
MD 1, 2	3. Use models to compare customary units of weight.	12.3 Customary Units of Weight	Chapter Review (4/22)
MD 1, 2	4. Use models to compare customary units of liquid volume.	12.4 Customary Units of Liquid Volume	Chapter Test (4/23)
MD 2, 4	5. Make and interpret line plots with fractional data.	12.5 Line Plots	
MD 1	6. Use models to compare metric units of length.	12.6 Investigate: Metric Units of Length	
MD 1, 2	7. Use models to compare metric units of mass and liquid volume.	12.7 Metric Units of Mass and Liquid Volume	
MD 1, 2	8. Use models to compare units of time.	12.8 Units of Time	
MD 1, 2	9. Use the strategy “Draw a Diagram” to solve elapsed time problems.	12.9 Problem Solving: Elapsed Time	
MD 1, 2	10. Solve problems involving mixed measures.	12.10 Mixed Measures	
MD 1	11. Use patterns to write number pairs for		

MP 2 and 4	measurement units.	12.11 Algebra: Patterns in Measurement Units	
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April 24 through May 3—Geometry, Measurement, and Data

Power Standard	Learning Objectives	Lessons	Formative Assessment
MD 3	<p style="text-align: center;"><u>Algebra: Perimeter and Area</u></p> <p>1. Use a formula to find the perimeter of a rectangle.</p> <p>2. Use a formula to find the area of a rectangle.</p> <p>3. Find the area of combined rectangles.</p> <p>4. Given the perimeter or area, find the unknown measure of a side of a rectangle.</p> <p>5. Use the strategy “Solve a Simpler Problem” to solve area problems.</p>	13.1 Perimeter	Show What You Know (4/12)
		13.2 Area	Mid Chapter Checkpoint (4/26)
		13.3 Area of Combined Rectangles	Chapter Review (5/2)
		13.4 Find Unknown Measures	Chapter Test (5/3)
		13.5 Find the Area	Benchmark Assessments (TBD)
MP 1, 5, and 7			

May 6 to June 7—Getting Ready for Grade Five

Power Standard	Learning Objectives	Lessons	Formative Assessment
NBT 4 (NBT 7)	1. Find sums of decimal amounts in dollars and cents.	GR 1 Add Dollars and Cents	End Of Year Assessment (TBD)
NBT 4 (NBT 7)	2. Find differences between decimal amounts in dollars and cents.	GR 2 Subtract Dollars and Cents	Checkpoint (5/10)
OA 3 (OA 1)	3. Use the order of operations to find the value of expressions.	GR 3- Algebra- Order of Operations	Checkpoint (5/20)
NBT 6 (NBT 6)	4. Use patterns to divide by multiples of 10.	GR 4 Divide by Multiples of Ten	Checkpoint (5/31)
NBT 6 (NBT 6)	5. Use base 10 blocks to divide with 2-digit divisors.	GR 5 Model Division with 2 Digit Divisors	Checkpoint (6/7)
NBT 2 (NBT 1)	6. Read and write whole numbers through millions.	GR 6 Place Value through Millions	
NF 6 (NBT 3a)	7. Read and write decimals using place value.	GR 7 Decimals and Place Value	
NBT 3 (NBT 4)	8. Round decimal amounts, including money amounts, to the nearest whole number or dollar.	GR 8 Round Decimals	
NF 7 (NBT 3b)	9. Compare decimals to hundredths using place value.	GR 9 Place Value to Compare Decimals	
OA 4 (NBT 2)	10. Decompose multiples of 10, 100, and 1000.	GR 10 Decompose Multiples of 10, 100, 1000	
OA 5 (OA 3)	11. Use multiplication to describe patterns.	GR 11 Number Patterns	

NF 3d (NF 2)	12. Add fractions when one denominator is a multiple of the other.	GR 12 Add Related Fractions	
NF 3d (NF 2)	13. Subtract fractions when one denominator is a multiple of another.	GR 13 Subtract Related Fractions	
NF 4c (NF 5b)	14. Compare the size of the product to the size of each factor when multiplying fractions in real world situation.	GR 14 Compare Fraction Products	
NF 3d (NF 7b)	15. Use repeated subtraction to solve problems involving divisions with fractions.	GR 15 Repeated Subtraction with Fractions	
NF 3d (NF 3)	16. Write division problems as fractions.	GR 16 Fractions and Division	
MD 1 (G 1)	17. Use ordered pairs to locate points on a grid.	GR 17 Locate Points on a Grid	
MD 3 (NF 4b)	18. Use tiling to find the area of a rectangle.	GR 18 Area and Tiling	
NBT 5 (MD 5b)	19. Find the product of 3 factors.	GR 19 Multiply 3 Factors	
MD 3 (MD 5b)	20. Find the area of the base of a rectangular prism.	GR 20 Find Area of the Base	

Bethel Public Schools
Grade Five Mathematics

Enduring Understandings for Grade Five Mathematics

1. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators.

Students develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them.

Students use the meaning of fractions of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense.

2. Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.

Students finalize fluency with multi-digit addition, subtraction, multiplication, and division.

Students develop fluency with and apply their understanding of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths.

Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e. a finite decimal multiplied by an appropriate power of 10 is a whole number) to understand and explain why the procedures for multiplying and dividing finite decimals make sense.

Students compute products and quotients of decimals to hundredths efficiently and accurately.

3. Students recognize volume as an attribute of three-dimensional space, and they understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps.

Students select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume.

Students de-compose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as de-composed into layers of arrays of cubes.

Students measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Bethel Power Standards for Grade Five Mathematics

Operations and Algebraic Thinking (OA)

Write and interpret numerical expressions.

1. Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns. (For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.)

Number and Operations in Base Ten (NBT)

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g. $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations with Fractions (NOF)

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fraction with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ or, in general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

4. Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing) by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
 - b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times 1/5 = 4$.

- c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g. by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally?

Measurement and Data (MD)

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g. convert 5 cm to 0.05 m), and use these conversions in solving multi-step in solving multi-step, real-world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were re-distributed equally.

Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole number products as volumes, e.g., to represent the associative property of multiplication.

- b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems.
- c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of non-overlapping parts, applying this technique to solve real-world problems.

Geometry (G)

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g. x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of the points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures can also belong to all sub-categories of that category. For example, all rectangles have four right angles and squares are all rectangles, so all squares have four right angles.
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematical Communication and Reasoning (MCR)

1. Use the language of mathematics to communicate about mathematical concepts and skills and to explain thinking.
2. Describe the “reasonableness” of estimates when solving problems.
3. Apply mathematical knowledge to science and social studies classes, when appropriate.

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4. Demonstrate mathematical reasoning while solving computation, number sense, measurement problems.
5. Increase repertoire of problem-solving strategies to use when solving mathematical problems.

Standards for Mathematical Practices

Teachers working to implement this curriculum will use the following Mathematical Practices delineated in the *Common Core State Standards*. Their students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Curriculum Pacing Chart

Bethel's Grade Five students have **70 minutes** of mathematics instruction per day.

August 31 to September 24—Fluency with Whole Numbers and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Chapter 1: Place Value, Multiplication, and Expressions</u>		Prerequisite Skills Test (8/30)
NBT 1	1. Recognize the 10 to 1 relationship among place value positions.	1.1 Investigate: Place Value and Patterns	Show What You Know (8/31)
NBT 1	2. Read and write whole numbers through hundred millions.	1.2 Place Value and Whole Numbers	Mid Chapter Checkpoint (9/10)
NBT 6	3. Use properties of operations to solve problems.	1.3 Algebra: Properties	Chapter Review (9/24)
NBT 2	4. Write and evaluate repeated factors in exponent form.	1.4 Algebra: Powers of Ten and Exponents	Chapter Test (9/25)
NBT 2	5. Use a basic fact and a pattern to multiply mentally by multiples of 10, 100, and 1000.	1.5 Algebra: Multiplication and Patterns	Beginning of Year Test (TBD)
NBT 5	6. Multiply by one digit numbers.	1.6 Multiply by One Digit Numbers	
NBT 5	7. Multiply by two digit numbers.	1.7 Multiply By Two Digit Numbers	
NBT 6	8. Use multiplication to solve division problems.	1.8 Relate Mult to Division	

<p>NBT 6</p> <p>OA 2</p> <p>OA 1</p> <p>OA 1</p> <p>MP 1 & 8</p>	<p>9. Use the strategy “Solve a Simpler Problem” to solve problems.</p> <p>10. Write numerical expressions.</p> <p>11. Use the order of operations to evaluate numerical expressions.</p> <p>12. Evaluate numerical expressions with parentheses, brackets, and braces.</p>	<p>1.9 Problem Solving: Multiplication and Division</p> <p>1.10 Algebra: Numerical Expressions</p> <p>1.11 Algebra: Evaluate Numerical Expressions</p> <p>1.12 Algebra: Grouping Symbols</p>	
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September 27 to October 17—Fluency with Whole Numbers and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
NBT 6 NBT 6 NBT 6 NBT 6 NBT 6 NBT 6 NBT 6 & NF 3 NBT 6 NBT 6 MP 1, 4, & 7	<u>Chapter 2: Divide Whole Numbers</u>		Show What You Know (9/19) Mid Chapter Checkpoint (10/3) Chapter Review (10/15) Chapter Test (10/16) Benchmark Assessments (TBD)
	1. Place the first digit in the quotient by estimating or using place value.	2.1 Place the First Digit	
	2. Divide three- and four-digit dividends by one-digit divisors.	2.2 Divide By One Digit Divisors	
	3. Model division with two-digit divisors using base ten blocks.	2.3 Investigate: Division with 2 Digit Divisors	
	4. Use partial quotients to divide by two-digit divisors.	2.4 Partial Quotients	
	5. Estimate quotients using compatible numbers.	2.5 Estimate with 2 Digit Divisors	
	6. Divide by two-digit divisors.	2.6 Divide by 2 Digit Divisors	
	7. Solve division problems and decide when to write the remainder as a fraction.	2.7 Interpret the Remainder	
	8. Adjust the quotient if the estimate is too high or too low.	2.8 Adjust Quotients	
9. Solve problems using the strategy “Draw a Diagram.”	2.9 Problem Solving: Division		

October 7 to November 6—Fluency with Whole Numbers and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
<u>Chapter 3: Add and Subtract Decimals</u>			
NBT 1 & 3a	1. Model, read, and write decimals to thousandths.	3.1 Investigate: Thousandths	Show What You Know (10/15) Mid Chapter Checkpoint (10/25) Chapter Review (11/5) Chapter Test (11/6)
NBT 1 & 3a	2. Read and write decimals through thousandths.	3.2 Place Value of Decimals	
NBT 3b	3. Compare and order decimals to thousandths using place value.	3.3 Compare and Order Decimals	
NBT 4	4. Round decimals to any place.	3.4 Round Decimals	
NBT 7	5. Model decimal addition using base ten blocks.	3.5 Investigate: Decimal Addition	
NBT 7	6. Model decimal subtraction using base ten blocks.	3.6 Investigate: Decimal Subtraction	
NBT 7	7. Make reasonable estimates of decimal sums and differences.	3.7 Estimate Decimal Sums and Differences	
NBT 7	8. Add decimals using place value.	3.8 Add Decimals	
NBT 7	9. Subtract decimals using place value.	3.9 Subtract Decimals	
NBT 7	10. Identify, describe, and create numeric patterns with decimals.	3.10 Algebra: Patterns with Decimals	
NBT 7	11. Solve problems using the strategy “Make a Table.”	3.11 Problem Solving: Add and Subtract Money	

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NBT 7 MP 3 & 8	12. Choose a method to find a decimal sum or difference.	3.12 Choose a Method	
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November 7 through November 27—Fluency with Whole Numbers and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
<u>Chapter 4: Multiply Decimals</u>			
NBT 2 & 7	1. Find patterns and products when multiplying by powers of ten.	4.1 Algebra: Multiplication Patterns with Decimals	Show What You Know (11/5) Mid Chapter Checkpoint (11/16) Chapter Review (11/26) Chapter Test (11/27)
NBT 7	2. Model multiplication of whole numbers and decimals.	4.2 Investigate: Multiply Decimals and Whole Numbers	
NBT 2 & 7	3. Multiply a decimal and a whole number using drawings and place value.	4.3 Multiplication with Decimals and Whole Numbers	
NBT 2 & 7	4. Use expanded form and place value to multiply a decimal and a whole number.	4.4 Multiply Using Expanded Form	
NBT 7	5. Solve problems using the strategy “Draw a Diagram” to multiply money.	4.5 Problem Solving: Multiply Money	
NBT 7	6. Model multiplication by decimals.	4.6 Investigate: Decimal Multiplication	
NBT 2 & 7	7. Place the decimal point in decimal multiplication.	4.7 Multiply Decimals	
NBT 2 & 7 MP 7 & 8	8. Multiply decimals with zeroes in the product.	4.8 Zeros in the Product	

November 28 to December 12—Fluency with Whole Numbers and Decimals

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<p><u>Chapter 5: Divide Decimals</u></p>		
NBT 2	1. Find patterns in quotients when dividing by powers of 10.	5.1 Algebra: Division Patterns with Decimals	Show What You Know (11/26) Mid Chapter Checkpoint (12/4) Chapter Review (12/11) Chapter Test (12/12)
NBT 7	2. Model division of decimals by whole numbers.	5.2 Investigate: Divide Decimals by Whole Numbers	
NBT 7	3. Estimate decimal quotients.	5.3 Estimate Quotients	
NBT 2 & 7	4. Divide decimals by whole numbers.	5.4 Division of Decimals by Whole Numbers	
NBT 7	5. Model division by decimals.	5.5 Investigate: Decimal Division	
NBT 2 & 7	6. Place the decimal point in decimal division.	5.6 Divide Decimals	
NBT 7 & NF 3	7. Write a 0 in the dividend to find a quotient.	5.7 Write Zeros in the Dividend	
NBT 7	8. Solve multi-step decimal problems using the strategy “Work Backward.”	5.8 Problem Solving: Decimal Operations	
MP 3 & 7			

December 13 to January 15—Operations with Fractions

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Chapter 6: Add and Subtract Fractions</u>		
NF 1 & 2	1. Use models to add fractions with unlike denominators.	6.1 Investigate: Addition with Unlike Denominators	Show What You Know (12/11) Mid Chapter Checkpoint (12/20) Chapter Review (1/14) Chapter Test (1/15) Middle of Year Test (TBD)
NF 1 & 2	2. Use models to subtract fractions with unlike denominators.	6.2 Investigate: Subtraction with Unlike Denominators	
NF 2	3. Make reasonable estimates of fraction sums and differences.	6.3 Estimate Fraction Sums and Differences	
NF 1	4. Find a common denominator or a least common denominator to write equivalent fractions.	6.4 Common Denominators and Equivalent Fractions	
NF 1 & 2	5. Use equivalent fractions to add and subtract fractions.	6.5 Add and Subtract Fractions	
NF 1 & 2	6. Add and subtract mixed numbers with unlike denominators.	6.6 Add and Subtract Mixed Numbers	
NF 1 & 2	7. Rename to find the difference of two mixed numbers.	6.7 Subtraction with Renaming	
NF 1	8. Identify, describe, and create numeric patterns with fractions.	6.8 Algebra: Patterns with Fractions	
NF 1 & 2	9. Solve problems using the strategy “Work Backward.”	6.9 Problem Solving: Practice Addition and Subtraction	

<p>NF 1</p> <p>MP 2 & 4</p>	<p>10. Add fractions and mixed numbers with unlike denominators using properties.</p>	<p>6.10 Algebra: Use Properties of Addition</p>	
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January 16 to February 8—Operations with Fractions

Power Standard	Learning Objectives	Lessons	Formative Assessment
<u>Chapter 7: Multiply Fractions</u>			
NF 4a	1. Model to find the fractional part of a group.	7.1 Find Part of a Group	<p>Show What You Know (1/14) Mid Chapter Checkpoint (1/28) Chapter Review (2/7) Chapter Test (2/8) Benchmark Assessments (TBD)</p>
NF 4a	2. Model the product of a fraction and a whole number.	7.2 Investigate: Multiply Fractions and Whole Numbers	
NF 4a	3. Multiply fractions and whole numbers.	7.3 Fraction and Whole Number Multiplication	
NF 4b	4. Multiply fractions using models.	7.4 Investigate: Multiply Fractions	
NF 5a & 5b	5. Relate the size of the product compared to the size of one factor when multiplying fractions.	7.5 Compare Fraction Factors and Products	
NF 4a, 5a, & 5b	6. Multiply fractions.	7.6 Fraction Multiplication	
NF 4b	7. Use a model to multiply two mixed numbers and find the area of a rectangle.	7.7 Investigate: Area and Mixed Numbers	
NF 5a & 5b	8. Relate the size of the product to the factors when	7.8 Compare Mixed Number Factors and Products	

	<p>multiplying fractions greater than one.</p>		
NF 6	9. Multiply mixed numbers.	7.9 Multiply Mixed Numbers	
NF 5b & 6	10. Solve problems using the strategy “Guess, Check, and Revise.”	7.10 Problem Solving: Find Unknown Lengths	
MP 3 and 5			

February 11 to February 28—Operations with Fractions

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Chapter 8: Divide Fractions</u>		
NF 7a, 7b, & 7c	1. Divide a whole number by a fraction and divide a fraction by a whole number.	8.1 Investigate: Divide Fractions and Whole Numbers	Show What You Know (2/7) Mid Chapter Checkpoint (2/15) Chapter Review (2/27) Chapter Test (2/28)
NF 7b	2. Solve problems using the strategy “Draw a Diagram.”	8.2 Problem Solving: Use Multiplication	
NF 3	3. Interpret a fraction as division and solve whole number division problems that result in a fraction or a mixed number.	8.3 Connect Fractions To Division	
NF 7a, 7b, & 7c	4. Divide a whole number by a fraction and divide a fraction by a whole number. (Second lesson.)	8.4 Fraction and Whole-Number Division	
NF 7a, 7b, & 7c	5. Represent division by drawing diagrams, writing story problems, and equations.	8.5 Interpret Division with Fractions	
MP 2 & 4			

March 1 to March 18—Geometry and Measurement

Power Standard	Learning Objectives	Lessons	Formative Assessment
<p>MD 2, OA 1, NF 7a</p> <p>G 1</p> <p>G 2</p> <p>G 2</p> <p>OA 3</p> <p>OA 3</p> <p>OA 3, G 2</p> <p>MP 4, 8</p>	<p><u>Chapter 9: Algebra: Patterns and Graphing</u></p> <ol style="list-style-type: none"> 1. Make and use line plot with fractions to solve problems. 2. Graph and name points on a coordinate plane using ordered pairs. 3. Collect and graph data on a coordinate grid. 4. Analyze and display data in a line graph. 5. Use two rules to generate a numerical pattern, and identify the relationship between the corresponding terms in the pattern. 6. Solve problems using the strategy “solve a simpler problem”. 7. Graph the relationship between two numerical patterns on a coordinate grid. 	<p>9.1 Line Plots</p> <p>9.2 Ordered Pairs</p> <p>9.3 Investigate: Graph Data</p> <p>9.4 Line Graphs</p> <p>9.5 Numerical Patterns</p> <p>9.6 Problem Solving: Find a Rule</p> <p>9.7 Graph and Analyze Relationships</p>	<p>Show What You Know (2/27)</p> <p>Mid Chapter Checkpoint (3/7)</p> <p>Chapter Review (3/15)</p> <p>Chapter Test (3/18)</p>

March 19 through April 4—Geometry and Measurement

Power Standard	Learning Objectives	Lessons	Formative Assessment
MD 1 MD 1 MD 1 MD 1 MD 1 MD 1 MP 1,7	<p style="text-align: center;"><u>Chapter 10: Convert Units of Measure</u></p> <ol style="list-style-type: none"> 1. Compare, contrast, and convert customary units of length. 2. Compare, contrast, and convert customary units of capacity. 3. Compare, contrast, and convert customary units of weight. 4. Convert measurement units to solve multistep problems. 5. Compare, contrast and convert metric units. 6. Solve problems about customary and metric conversions using the strategy “make a table” 7. Convert units of time to solve elapsed time problems. 	10.1 Customary Length 10.2 Customary Capacity 10.3 Weight 10.4 Multistep Measurement Problems 10.5 Metric Measures 10.6 Problem Solving: Customary and Metric Conversions 10.7 Elapsed Time	Show What You Know (3/15) Mid Chapter Checkpoint (3/25) Chapter Review (4/3) Chapter Test (4/4)

April 5 to May 2—Geometry and Measurement

Power Standard	Learning Objectives	Lessons	Formative Assessment
	<u>Chapter 11: Geometry and Volume</u>		
G 3	1. Identify and classify polygons	11.1 Polygons	Show What You Know (4/3) Mid Chapter Checkpoint (4/12) Chapter Review (5/1) Chapter Test (5/2) Benchmark Assessments (TBD)
G 3, 4	2. Classify and draw triangles using their properties	11.2 Triangles	
G 4	3. Classify and compare quadrilaterals using their properties	11.3 Quadrangles	
G 3	4. Solve problems using the strategy “act it out”	11.4 Problem Solving: Properties of Two-Dimensional Figures	
MD 3, G 4	5. Identify, describe, and classify three-dimensional figures	11.5 Three-Dimensional Figures	
MD 3a	6. Understand unit cubes and how they can be used to build a solid figure.	11.6 Investigate: Unit Cubes and Solid Figures	
MD 3b, 4	7. Count unit cubes that fill a solid figure to find volume.	11.7 Investigate: Understand Volume	
MD 3b, 4	8. Estimate the volume of a rectangular prism.	11.8 Investigate: Estimate Volume	
MD 5a	9. Find the volume of rectangular prisms.	11.9 Volume of Rectangular Prisms	
MD 5b	10. Use a formula to find the volume of a rectangular prism.	11.10 Algebra: Apply Volume Formulas	

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MD 5b	11. Use the strategy “make a table” to compare volumes.	11.11 Problem Solving: Compare Volumes	
MD 5c	12. Find the volume of combined rectangular prisms.	11.12 Find Volume of Composed Figures	
MP 4, 5, 6			

May 3 to June 7—Getting Ready for Grade Six

Power Standard	Learning Objectives	Lessons	Formative Assessment
NBT 3b (NS 7b)	1. Compare decimals, fractions and mixed numbers on a number line	GR 1 Compare Fractions and Decimals	End of Year Test (TBD)
NBT 3b (NS 7b)	2. Order decimals, fractions and mixed numbers on a number line	GR 2 Order Fractions and Decimals	Checkpoint 1 (5/13)
OA 4 (NS 4)	3. Factor numbers using a factor tree	GR 3 Factor Trees	Checkpoint 2 (5/21)
NF 7 (RP 3c)	4. Express real world quantities as percents and use them to solve problems	GR 4 Model Percent	Checkpoint 3 (5/28)
NF 6 (RP 3c)	5. Express decimals as percents and percents as decimals	GR 5 Relate Decimals and Percents	Checkpoint 4 (6/6)
NF 6 (RP 3c)	6. Convert between fractions, decimals and percents	GR 6 Fractions, Decimals and Percents	
NF 7c (NS 1)	7. Divide a fraction by a whole number.	GR 7 Divide Fractions by a Whole Number	
NF 1 (RP 1)	8. Express real world quantities as ratios	GR 8 Ratios	
NF 1 (RP 3a)	9. Determine if two ratios are equivalent.	GR 9 Equivalent Ratios	
NF 1 (RP 2)	10. Find rates and unit rates.	GR 10 Rates	
NBT 6 (RP 3b)	11. Solve problems involving distance, rate and time.	GR 11 Distance, Rate and Time	
G 1 (NS 5)	12. Understand positive and negative numbers, and use them to represent real world quantities.	GR 12 Understand Integers	

OA 2 (EE 2c)	13. Write and evaluate expressions.	GR 13 Algebra: Write and Evaluate Expressions	
NBT 3b (EE 8)	14. Understand inequalities and use them to solve problems.	GR 14 Algebra: Understand Inequalities	
G 1 (G 3)	15. Plot polygons on a coordinate grid.	GR 15 Polygons on a Coordinate Grid	
MD 3 (G 1)	16. Find the area of parallelograms.	GR 16 Area of a Parallelogram	
MD 2 (SP 5c)	17. Summarize a data set by using median and mode.	GR 17 Median and Mode	
MD 2 (SP 5c)	18. Find the average of a group of values	GR 18 Finding the Average	
MD 3 (SP 4)	19. Make a histogram to organize data	GR 19 Histograms	
MD 3 (SP 4)	20. Analyze data in a histogram	GR 20 Analyze Histograms	

Bethel Public Schools
Bethel High School
Precalculus 31 Curriculum

I. Alignment to District Power Standards, CSDE Standards and/or Grade Level Expectations, and Common Core State Standards

- a. District Power Standards—Grade 9-12**
- b. Common Core State Standards (CCSS)**

The Complex Number System

N.CN.3 Perform arithmetic operations with complex numbers

3 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N.CN.4, 5, 6 Represent complex numbers and their operations on the complex plane

4 (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

5 (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example, $(-1 + \sqrt{3}i)^2 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .*

6 (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Vector Quantities and Matrices

N.VM.1, 2, 3 Represent and model with vector quantities

1 (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $|\mathbf{v}|$, $\|\mathbf{v}\|$, v).

2 (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

3 (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N.VM.4a, 4b, 4c, 5a, 5b Perform operations on vectors

4 (+) Add and subtract vectors.

- Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
- Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
- Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

5 (+) Multiply a vector by a scalar.

- Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
- Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

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N.VM.6, 7, 8, 9, 10, 11, 12 Perform operations on matrices and use matrices in applications

6 (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

7 (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

8 (+) Add, subtract, and multiply matrices of appropriate dimensions.

9 (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

10 (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative

inverse.

11 (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector.
Work with matrices as transformations of vectors.

12 (+) Work with 2×2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Reasoning with Equations and Inequalities

A.REI.8, 9 Solve systems of equations

8 (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9 (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Interpreting Functions

F.IF.7d Analyze functions using different representations; analyze logarithmic and trigonometric functions

7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

d (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

Building Functions

F.BF.1c Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.

c (+) Compose functions. *For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.*

F.BF.4b, 4c, 4d, 5 Build new functions from existing functions

4 Find inverse functions.

- b (+) Verify by composition that one function is the inverse of another.
 - c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
 - d (+) Produce an invertible function from a non-invertible function by restricting the domain.
- 5 (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Trigonometric Functions

F.TF.3, 4 Extend the domain of trigonometric functions using the unit circle

- 3 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$ and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosines, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.
- 4 (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F.TF.6, 7 Model periodic phenomena with trigonometric functions

- 6 (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- 7 (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

F.TF.9 Prove and apply trigonometric identities

- 9 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Expressing Geometric Properties with Equations

G.GPE.3 Translate between the geometric description and the equation for a conic section

- 3 (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Geometric Measurement and Dimension

G.GMD.2 Explain volume formulas and use them to solve problems

2 (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

Using Probability to Make Decisions

S.MD.1, 2, 3, 4 Calculate expected values to use them and solve problems

- 1 (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
- 2 (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
- 3 (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
- 4 (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

S.MD.5a, 5b Use probability to evaluate outcomes of decisions

- 5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
 - a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
 - b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

II. What are the most important things that Precalculus 31 students will learn this year? [Enumerate the enduring understandings by the strands, if applicable.]

Perform arithmetic operations with complex numbers
Represent complex numbers and their operations on the complex plane
Use complex numbers in polynomial identities and equations
Represent and model with vector quantities
Perform operations on vectors
Perform operations on matrices and use matrices in applications
Understanding solving equations as a process of reasoning and explain the reasoning
Solve equations and inequalities in one variable
Solve systems of equations
Represent and solve systems of inequalities graphically
Understand the concept of a function and use function notation
Interpret functions that arise in applications in terms of the context
Analyze functions using different representations
Build a function that models a relationship between two quantities
Build new function from existing functions
Extend the domain of trigonometric functions using the unit circle**
Model periodic phenomena with trigonometric functions*
Prove and apply trigonometric identities*

* These objectives are taught in Trigonometry 31 that is a requirement for all Precalculus 31 students to take concurrently with this course.

Translate between the geometric description and equation of a conic section
 Use coordinates to prove simple geometric theorems algebraically
 Explain volume formulas and use them to solve problems
 Visualize relationships between two-dimensional and three-dimensional objects
 Calculate expected values and use them to solve problems
 Use probability to evaluate outcomes of decisions

III. Pacing Guide: In what order will the concepts and skills be sequenced over the course of the school year?

- **September**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
N.RN.1 N.RN.2 N.CN.3 N.CN.4 N.CN.5 N.CN.6	P.1-7 Review of Prerequisite Skills – Real Numbers; Cartesian Coordinate System; Linear Equations and Inequalities; Lines in a Plane; Solving Equations Graphically, Numerically, and Algebraically; Complex Numbers; Solving Inequalities Algebraically an Graphically	End of Lesson Exercises	Test Chapter P
F.IF.7d	1.1 Modeling and Equations Solving – Use numerical, algebraic, and graphical models to solve problems and will be able to translate from one model to another.	Group Activity Worksheet 1.1 <u>Day 1:</u> #3-30 multiples of 3 <u>Day 2:</u> #33-60 multiples of 3	

F.IF.7d	1.2 Functions and Their Properties – Represent functions numerically, algebraically, and graphically, determine the domain and range for function, and analyze function characteristics such as extreme values, symmetry, asymptotes and end behavior.	Major Concepts 1.2 Group Activity 1.2 <u>Day 1:</u> #3-27 multiples of 3 <u>Day 2:</u> #30-45 multiples of 3 <u>Day 3:</u> #48-84 multiples of 3	Quiz 1.1-1.2
F.IF.7d	1.3 Twelve Basic Functions – Recognize graphs of twelve basic functions, determine domains of functions, and combine the functions in various ways to create new functions.	Major Concepts 1.3 Group Activity 1.3 <u>Day 1:</u> #1-27 odd <u>Day 2:</u> #30-66 multiples of 3 <u>Day 3:</u> #66 (in class)	
F.IF.7d	1.6 Graphical Transformations – Graphically and algebraically represent translations, reflections, stretches, and shrinks of functions and parametric relations.	Major Concepts 1.6 Group Activity 1.6 <u>Day 1:</u> #3-33 multiples of 3 <u>Day 2:</u> #36-64 multiples of 3, #59-64 all	Test 1.1-1.3, 1.6

- **October/November**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
F.BF.1c F.BF.4b F.BF.4c F.BF.4d F.BF.5	1.4 Building Functions from Functions – To build new functions from basic functions by adding, subtracting, multiplying, dividing, and composing functions.	Major Concepts 1.4 Group Activity 1.4 <u>Day 1:</u> #3-15 multiples of 3, #16-20 all <u>Day 2:</u> #21-42 multiples of 3, #45-50 all	

F.BF.1c F.BF.4b F.BF.4c F.BF.4d F.BF.5	1.5 Parametric Relations and Inverses – Define functions and relations parametrically and find inverses of functions and relations.	Major Concepts 1.5 <u>Day 1:</u> #3-15 multiples of 3, #16-20 all <u>Day 2:</u> #21-42 multiples of 3, #45-50 all	Quiz 1.4-1.5
F.IF.7d	1.7 Modeling with Functions – Identify appropriate basic functions with which to model real world problems and produce specific functions to model data, formulas, graphs, and verbal descriptions.	<u>Day 1-2:</u> #3-51 multiples of 3	Quiz 1.7 Test 1.4-1.5, 1.7
F.IF.7d	2.1 Linear and Quadratic Functions and Modeling – Recognize and graph linear and quadratic functions, and use these functions to model situations and solve problems.	Major Concepts 2.1 Group Activity 2.1 <u>Day 1:</u> #1-11 odds <u>Day 2:</u> #15-50 multiples of 5 <u>Day 3:</u> #53, 54, 55, 61, 63, 65, 67, 68	
F.IF.7d	2.2 Power Functions with Modeling – Sketch power functions and model real world problems using these functions.	Major Concepts 2.2 Group Activity 2.2 <u>Day 1:</u> #1-33 multiples of 3 <u>Day 2:</u> #37, 38, 41-48 <u>Day 3:</u> #51, 52, 55, 66, 68, 69	Quiz 2.1-2.2

- **December/January**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
F.IF.7d G.GPE.3	2.3 Polynomial Functions of Higher Degree with Modeling – Graph polynomial functions, predict end behavior, and find the real zeros using a graphic or an algebraic method.	Major Concepts 2.3 <u>Day 1:</u> #3, 6, 15-36 multiples of 3 <u>Day 2:</u> #9, 12, 39-54 multiples of 3, 58, 59, 66, 83	

F.IF.7d	2.4 Real Zeros of Polynomial Functions – Divide polynomial functions using long division or synthetic division; apply the remainder theorem, factor theorem and rational zeros theorem; and find upper and lower bounds for zeros of polynomials.	Major Concepts 2.4 Group Activity 2.4 <u>Day 1:</u> #3-30 multiples of 3, 32, 39, 42, 47 <u>Day 2:</u> #33, 36, 51, 54, 57, 58, 60, 62, 69, 71	Quiz 2.3-2.4
F.IF.7d	2.5 Complex Zeros and the Fundamental Theorem of Algebra – Factor polynomials with real coefficients using factors with complex coefficients.	Major Concepts 2.5 <u>Day 1:</u> #3-30 multiples of 3 <u>Day 2:</u> #33, 36, 39, 42, 46, 51, 52, 62	
F.IF.7d	2.6 Graphs of Rational Functions – Describe the graphs of rational functions, identify horizontal and vertical asymptotes, and predict the end behavior of rational functions.	Major Concepts 2.6 Group Activity 2.6 <u>Day 1:</u> #3-36 multiples of 3 <u>Day 2:</u> #39-60 multiples of 3, 71, 72, 74	
F.IF.7d	2.7 Solving Equations in One Variable – Solve equations involving fractions using both algebraic and graphical techniques and identify extraneous solutions.	Major Concepts 2.7 Group Activity 2.7 <u>Day 1:</u> #1-30 odd, 51 <u>Day 2:</u> #31-44 odds, 53	
A.REI.8 A.REI.9	2.8 Solving Inequalities in One Variable – Solve inequalities involving polynomials and rational functions by using both algebraic and graphical techniques.	<u>Day 1:</u> #3-18 multiples of 3 <u>Day 2:</u> #18-48 multiples of 3, 55-58, 61, 64	Chapter 2 Test
F.IF.7d	3.1 Exponential and Logistic Functions – Evaluate exponential expressions and identify and graph exponential and logistic functions.	Group Activity 3.1 <u>Day 1:</u> #1-13 odds, 15-39 multiples of 3, 45, 48 <u>Day 2:</u> #41, 44, 49, 52, 53, 55, 65	

F.IF.7d	3.2 Exponential and Logistic Modeling – Use exponential growth, decay and regression to model real life problems.	Major Concepts 3.2 <u>Day 1:</u> #3-21 multiples of 3, 30, 33, 34 <u>Day 2:</u> #20, 24, 27, 40, 45, 47, 58	
F.IF.7d	3.3 Logarithmic functions and Their Graphs – Convert between logarithmic form and exponential form; evaluate common and natural logarithms, and graph common and natural logarithms.	<u>Day 1:</u> #3-36 multiples of 3 <u>Day 2:</u> #37-40, 43, 45, 49, 52, 53, 59, 60	
F.IF.7d	3.4 Properties of Logarithmic Functions – Apply the properties of logarithms to evaluate expressions, graph functions, and re-express data.	<u>Day 1:</u> #3-48 multiples of 3 <u>Day 2:</u> #51-54 all	
F.IF.7d	3.5 Equation Solving and Modeling – Apply the properties of logarithms to solve exponential and logarithmic equations algebraically and solve application problems using these equations.	<u>Day 1:</u> #3-48 multiples of 3 <u>Day 2:</u> #49, 51, 53, 55	Quiz 3.3-3.5 (Part 1 & 2)
F.IF.7d	3.6 Mathematics of Finance – Use exponential functions and equations to solve business and finance applications, relate it to compound interest and annuities.	Group Activity 3.6 <u>Day 1:</u> #1-12, 21-39 multiples of 3 <u>Day 2:</u> #13-19 odd, 45-48 all, 55, 58, 60, 68	3.6 Take Home Quiz Chapter 3 Test Cumulative Take Home Test
	End of Semester One		Midterm Exam

- **January/February**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
A.REI.8 A.REI.9	7.1 Solving Systems of Two Equations – Solve systems of equations graphically and algebraically.	Group Activity 7.1 Major Concepts 7.1 <u>Day 1:</u> #1-2, 3-12 and 27-42 multiples of 3 <u>Day 2:</u> #14, 17, 21, 26, 44, 45, 50, 52, 54,	
N.VM.6 N.VM.7 N.VM.8 N.VM.9 N.VM.10 N.VM.11 N.VM.12	7.2 Matrix Algebra – Find sums, differences, products, and inverses of matrices.	<u>Day 1:</u> #3-33 multiples of 3 <u>Day 2:</u> #36-72 multiples of 3	Quiz 7.1-7.2
N.VM.6 N.VM.7 N.VM.8 N.VM.9 N.VM.10 N.VM.11 N.VM.12	7.3 Multivariable Linear Systems and Row Operations – Solve systems of linear equations using Gaussian elimination, reduced row echelon form of a matrix, or an inverse matrix.	<u>Day 1:</u> #3-42 multiples of 3 <u>Day 2:</u> #45-66 multiples of 3, #73-79 odds	Test 7.1-7.3
F.BF.4b F.BF.4c F.BF.4d	7.4 Partial Fractions – Decompose rational expressions into partial fractions.	<u>Day 1:</u> # 3-21 multiples of 3 <u>Day 2:</u> # 22-42 multiples of 3	
A.REI.8 A.REI.9	7.5 Systems of Inequalities in Two Variables – Solve linear programming problems and systems of inequalities using graphical methods.	<u>Day 1:</u> # 1-7, 9,12, 14, 16, 17, 20, 21 <u>Day 2:</u> # 23, 24, 35-39 odd	Quiz 7.4-7.5 (Parts 1 & 2)

- **March**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
N.VM.1 N.VM.2 N.VM.3	6.1 Vectors in the Plane – Apply the arithmetic of vectors and use vectors to solve real world problems.	Major Concepts 6.1 <u>Day 1:</u> # 1-27 odd <u>Day 2:</u> # 29-35 odd, 41, 43, 47	
N.VM.4a N.VM.4b N.VM.4c N.VM.5a N.VM.5b	6.2 Dot Product of Vectors – Calculate dot product and projections of vectors.	<u>Day 1:</u> # 1-9, 10, 13,21, 23, 25, 45, 53	Quiz 6.1-6.2
F.IF.7d	6.3 Parametric Equations and Motion – Define parametric equations, graph curves parametrically, and solve application problems using parametric equations.	<u>Day 1:</u> # 1-4, 5,7,12,13,27,29,33 <u>Day 2:</u> # 28,37,38	
N.VM.1 N.VM.2 N.VM.3	6.4 Polar Coordinates – Convert points and equations from polar to rectangular coordinates and vice versa.	Major Concepts 6.4 <u>Day 1:</u> # 1,5,7,11,15,21,23,31-34	
N.VM.1 N.VM.2 N.VM.3	6.5 Graphs of Polar Equations – Graph polar equations and determine the maximum r-value and the symmetry of the graph.	Major Concepts 6.5 Group Activity 6.5 <u>Day 1:</u> # 1-8,12,15-30 multiples of 3 <u>Day 2:</u> # 9-12, 33-48 multiples of 3, 61-65	Test 6.1-6.5

- **April**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
G.GPE.3	8.1 Conic Sections and Parabolas – Find equation, focus, and directrix of a parabola.	<u>Day 1:</u> # 1,5-19 odd, 31, 32 <u>Day 2:</u> # 21-54 multiples of 3, 59	
G.GPE.3	8.2 Ellipses – Find the equation, vertices, and foci of an ellipse.	<u>Day 1:</u> # 8-42 multiples of 3 <u>Day 2:</u> #19, 31,37,41,47	
G.GPE.3	8.3 Hyperbolas – Find the equation, vertices, and foci of a hyperbola.	<u>Day 1:</u> # 3-30 multiples of 3 <u>Day 2:</u> # 33-52 multiples of 3	Quiz 8.1-8.3
G.GPE.3	8.4 Translation and Rotation of Axes – Determine equation for translated and rotated axes for conic sections.	<u>Day 1:</u> # 3-30 multiples of 3	
N.VM.1 N.VM.2 N.VM.3	8.6 Three-Dimensional Cartesian Coordinate System – Draw three-dimensional figures and analyze vectors in space.	<u>Day 1:</u> # 1-15 odd <u>Day 2:</u> # 18-54 multiples of 3	Test 8.1-8.4, 8.6

- **May/June**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
S.MD.1 S.MD.2 S.MD.3 S.MD.4	9.1 Basic Combinatorics – Use the multiplication principle of counting, permutations or combinations to count the number of ways that a task can be done.	<u>Day 1:</u> # 3,5,9,12,15,19,20,27,28 <u>Day 2:</u> # 4,6,7,11,14,16,17,21	

S.MD.5a S.MD.5b	9.2 The Binomial Theorem – Expand the power of a binomial using the Binomial theorem or Pascal’s Triangle, and find the coefficients of a given term of a binomial expansion.	<u>Day 1:</u> # 1-25 odd	
S.MD.5a S.MD.5b	9.3 Probability – Identify a sample space and calculate probability or conditional probability in sample spaces with equally likely or unequally likely outcomes.	<u>Day 1:</u> #1-8 all, 11-16 all, 27, 29 <u>Day 2:</u> # 30-48 multiples of 3	Quiz 9.1-9.3
F.BF.2	9.4 Sequences – Express arithmetic and geometric sequences explicitly and recursively and find limits of converging sequences.	<u>Day 1:</u> # 1-20 all <u>Day 2:</u> # 21-36 multiples of 3, 43-48 all	Quiz 9.4
F.BF.2	9.5 Series – Use sigma notation and find finite sums of terms in arithmetic and geometric sequences, and find sums of convergent geometric series.	<u>Day 1:</u> # 3-24 multiples of 3,35,37 <u>Day 2:</u> # 25-32, 41-46	Test 9.1-9.5
F.BF.1a	10.1 Limits and Motion: The Tangent Problem – Calculate instantaneous velocities and derivatives using limits.	<u>Day 1:</u> # 3-27 multiples of 3 <u>Day 2:</u> # 30-54 multiples of 3	
F.BF.1a	10.2 Limits and Motion: The Area Problem – Calculate definite integrals using areas.	<u>Day 1:</u> # 1-19 odd, 47 <u>Day 2:</u> # 21-45 multiples of 3	
F.BF.1a	10.3 More on Limits – Use the properties of limits and evaluate one-sided limits, two-sided limits, and limits involving infinity.	<u>Day 1:</u> # 3-39 multiples of 3 <u>Day 2:</u> #42-72 multiples of 3	Test 10.1-10.3
End of Second Semester			Final Exam

V. Assessments

Assessments, worksheets, formative assessments and projects are all posted on the Bradshaw/McGowan Moodle site which is accessible to all precalculus teachers and administration.

VI. Resources

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Precalculus: Graphical, Numerical, Algebraic* (7th Ed). Boston, Mass.: Pearson Edison Wesley.

VII. Other

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Resource Manual* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Tests and Quizzes* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Student Practice Workbook* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Test Generator* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Bethel Public Schools
Bethel High School
Precalculus 42 Curriculum

I. Alignment to District Power Standards, CSDE Standards and/or Grade Level Expectations, and Common Core State Standards

- a. District Power Standards—Grade 11-12**
- b. Common Core State Standards (CCSS)**

The Complex Number System

N.CN.3 Perform arithmetic operations with complex numbers

- 3 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N.CN.4, 5, 6 Represent complex numbers and their operations on the complex plane

- 3 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N.CN.4, 5, 6 Represent complex numbers and their operations on the complex plane

- 4 (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

- 5 (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example, $(-1 + \sqrt{3}i)^2 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .*

- 6 (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Vector Quantities and Matrices

N.VM.1, 2, 3 Represent and model with vector quantities

- 1 (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $|v|$, $\|v\|$, v).
- 2 (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
- 3 (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N.VM.4a, 4b, 4c, 5a, 5b Perform operations on vectors

- 4 (+) Add and subtract vectors.
 - a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
 - b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
 - c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
- 5 (+) Multiply a vector by a scalar.
 - a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
 - b. Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

N.VM.6, 7, 8, 9, 10, 11, 12 Perform operations on matrices and use matrices in applications

- 6 (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
- 7 (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

- 8 (+) Add, subtract, and multiply matrices of appropriate dimensions.
- 9 (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- 10 (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
- 11 (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
- 12 (+) Work with 2×2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Reasoning with Equations and Inequalities

A.REI.8, 9 Solve systems of equations

- 8 (+) Represent a system of linear equations as a single matrix equation in a vector variable.
- 9 (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Interpreting Functions

F.IF.7d Analyze functions using different representations; analyze logarithmic and trigonometric functions

- 7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- d (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

Building Functions

F.BF.1c Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.

c (+) Compose functions. *For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.*

F.BF.4b, 4c, 4d, 5 Build new functions from existing functions

4 Find inverse functions.

b (+) Verify by composition that one function is the inverse of another.

c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

d (+) Produce an invertible function from a non-invertible function by restricting the domain.

5 (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Trigonometric Functions

F.TF.3, 4 Extend the domain of trigonometric functions using the unit circle

3 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$ and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosines, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.

4 (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F.TF.6, 7 Model periodic phenomena with trigonometric functions

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F.TF.9 Prove and apply trigonometric identities

9 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Expressing Geometric Properties with Equations

G.GPE.3 Translate between the geometric description and the equation for a conic section

3 (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Geometric Measurement and Dimension

G.GMD.2 Explain volume formulas and use them to solve problems

2 (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

Using Probability to Make Decisions

S.MD.1, 2, 3, 4 Calculate expected values to use them and solve problems

1 (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

2 (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

3 (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*

4 (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

S.MD.5a, 5b Use probability to evaluate outcomes of decisions

5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

- a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
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II. What are the most important things that Precalculus 42 students will learn this year?

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Use complex numbers in polynomial identities and equations
Represent and model with vector quantities
Perform operations on vectors
Perform operations on matrices and use matrices in applications
Understanding solving equations as a process of reasoning and explain the reasoning
Solve equations and inequalities in one variable
Solve systems of equations
Represent and solve systems of inequalities graphically
Understand the concept of a function and use function notation
Interpret functions that arise in applications in terms of the context
Analyze functions using different representations
Build a function that models a relationship between two quantities
Build new function from existing functions

Extend the domain of trigonometric functions using the unit circle**
Model periodic phenomena with trigonometric functions*
Prove and apply trigonometric identities*
Translate between the geometric description and equation of a conic section
Use coordinates to prove simple geometric theorems algebraically
Explain volume formulas and use them to solve problems
Visualize relationships between two-dimensional and three-dimensional objects
Calculate expected values and use them to solve problems
Use probability to evaluate outcomes of decisions

* These objectives are taught in Trigonometry 42 that is a requirement for all Precalculus 42 students to take concurrently with this course.

III. Pacing Guide: In what order will the concepts and skills be sequenced over the course of the school year?

- **September**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
N.RN.1 N.RN.2 N.CN.3 N.CN.4 N.CN.5 N.CN.6	P.1-7 Review of Prerequisite Skills – Real Numbers; Cartesian Coordinate System; Linear Equations and Inequalities; Lines in a Plane; Solving Equations Graphically, Numerically, and Algebraically; Complex Numbers; Solving Inequalities Algebraically an Graphically		Test Chapter P
F.IF.7d	1.1 Modeling and Equations Solving – Use numerical, algebraic, and graphical models to solve problems and will be able to translate from one model to another.	Group Activity Worksheet 1.1 Quick review 1.1 <u>Day 1:</u> #3-30 multiples of 3	
F.IF.7d	1.2 Functions and Their Properties – Represent functions numerically, algebraically, and graphically, determine the domain and range for function, and analyze function characteristics such as extreme values, symmetry, asymptotes and end behavior.	Major Concepts 1.2 Group Activity 1.2 Quick review 1.2 <u>Day 1:</u> #3-27 multiples of 3 <u>Day 2:</u> #30-45 multiples of 3	Quiz 1.1-1.2

F.IF.7d	1.3 Twelve Basic Functions – Recognize graphs of twelve basic functions, determine domains of functions, and combine the functions in various ways to create new functions.	Major Concepts 1.3 Group Activity 1.3 Quick review 1.3 <u>Day 1:</u> #1-27 odd <u>Day 2:</u> #30-66 multiples of 3 <u>Day 3:</u> #66 (in class)	
F.IF.7d	1.6 Graphical Transformations – Graphically and algebraically represent translations, reflections, stretches, and shrinks of functions and parametric relations.	Major Concepts 1.6 Group Activity 1.6 Quick review 1.6 <u>Day 1:</u> #3-33 multiples of 3 <u>Day 2:</u> #36-64 multiples of 3	Test 1.1-1.3, 1.6

- **October/November**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
F.BF.1c F.BF.4b F.BF.4c F.BF.4d F.BF.5	1.4 Building Functions from Functions – To build new functions from basic functions by adding, subtracting, multiplying, dividing, and composing functions.	Major Concepts 1.4 Group Activity 1.4 Quick review 1.4 <u>Day 1:</u> #3-15 multiples of 3, #16-20 all <u>Day 2:</u> #21-42 multiples of 3	
F.BF.1c F.BF.4b F.BF.4c F.BF.4d F.BF.5	1.5 Parametric Relations and Inverses – Define functions and relations parametrically and find inverses of functions and relations.	Major Concepts 1.5 Quick review 1.5 <u>Day 1:</u> #3-15 multiples of 3, #16-20 all <u>Day 2:</u> #21-42 multiples of 3	Quiz 1.4-1.5

F.IF.7d	1.7 Modeling with Functions – Identify appropriate basic functions with which to model real world problems and produce specific functions to model data, formulas, graphs, and verbal descriptions.	Quick review 1.7 <u>Day 1-2:</u> #3-51 multiples of 3	Quiz 1.7 Test 1.4-1.5, 1.7
F.IF.7d	2.1 Linear and Quadratic Functions and Modeling – Recognize and graph linear and quadratic functions, and use these functions to model situations and solve problems.	Major Concepts 2.1 Group Activity 2.1 Quick review 2.1 <u>Day 1:</u> #1-11 odds <u>Day 2:</u> #15-50 multiples of 5	
F.IF.7d	2.2 Power Functions with Modeling – Sketch power functions and model real world problems using these functions.	Major Concepts 2.2 Group Activity 2.2 Quick review 2.2 <u>Day 1:</u> #1-33 multiples of 3 <u>Day 2:</u> #37, 38, 41-48	Quiz 2.1-2.2

- **December/January**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
F.IF.7d G.GPE.3	2.3 Polynomial Functions of Higher Degree with Modeling – Graph polynomial functions, predict end behavior, and find the real zeros using a graphic or an algebraic method.	Major Concepts 2.3 Quick review 2.3 <u>Day 1:</u> #3, 6, 15-36 multiples of 3 <u>Day 2:</u> #9, 12, 39-54 multiples of 3, 58, 59, 66, 83	

F.IF.7d	2.4 Real Zeros of Polynomial Functions – Divide polynomial functions using long division or synthetic division; apply the remainder theorem, factor theorem and rational zeros theorem; and find upper and lower bounds for zeros of polynomials.	Major Concepts 2.4 Group Activity 2.4 Quick review 2.4 <u>Day 1:</u> #3-30 multiples of 3, 32, 39, 42, 47 <u>Day 2:</u> #33, 36, 51, 54, 57	Quiz 2.3-2.4
F.IF.7d	2.5 Complex Zeros and the Fundamental Theorem of Algebra – Factor polynomials with real coefficients using factors with complex coefficients.	Major Concepts 2.5 Quick review 2.5 <u>Day 1:</u> #3-30 multiples of 3 <u>Day 2:</u> #33, 36, 39, 42, 46, 51	
F.IF.7d	2.6 Graphs of Rational Functions – Describe the graphs of rational functions, identify horizontal and vertical asymptotes, and predict the end behavior of rational functions.	Major Concepts 2.6 Group Activity 2.6 Quick review 2.6 <u>Day 1:</u> #3-36 multiples of 3 <u>Day 2:</u> #39-60 multiples of 3, 71, 72, 74	
F.IF.7d	2.7 Solving Equations in One Variable – Solve equations involving fractions using both algebraic and graphical techniques and identify extraneous solutions.	Major Concepts 2.7 Group Activity 2.7 Quick review 2.7 <u>Day 1:</u> #1-30 odd, 51 <u>Day 2:</u> #31-44 odds, 53	
A.REI.8 A.REI.9	2.8 Solving Inequalities in One Variable – Solve inequalities involving polynomials and rational functions by using both algebraic and graphical techniques.	Quick review 2.8 <u>Day 1:</u> #3-18 multiples of 3 <u>Day 2:</u> #18-48 multiples of 3, 55-58, 61, 64	Chapter 2 Test

F.IF.7d	3.1 Exponential and Logistic Functions – Evaluate exponential expressions and identify and graph exponential and logistic functions.	Group Activity 3.1 Quick review 3.1 <u>Day 1:</u> #1-13 odds, 15-39 multiples of 3, 45, 48 <u>Day 2:</u> #41, 44, 49, 52, 53, 55	
F.IF.7d	3.2 Exponential and Logistic Modeling – Use exponential growth, decay and regression to model real life problems.	Major Concepts 3.2 Quick review 3.2 <u>Day 1:</u> #3-21 multiples of 3, 30, 33, 34 <u>Day 2:</u> #20, 24, 27, 40, 45, 47, 58	
F.IF.7d	3.3 Logarithmic functions and Their Graphs – Convert between logarithmic and exponential forms, evaluate common and natural logarithms, and graph common and natural logarithms.	Quick review 3.3 <u>Day 1:</u> #3-36 multiples of 3 <u>Day 2:</u> #37-40, 43, 45	
F.IF.7d	3.4 Properties of Logarithmic Functions – Apply the properties of logarithms to evaluate expressions, graph functions, and re-express data.	Quick review 3.4 <u>Day 1:</u> #3-48 multiples of 3 <u>Day 2:</u> #51-54 all	
F.IF.7d	3.5 Equation Solving and Modeling – Apply the properties of logarithms to solve exponential and logarithmic equations algebraically and solve application problems using these equations.	Quick review 3.5 <u>Day 1:</u> #3-48 multiples of 3 <u>Day 2:</u> #49, 51, 53, 55	Quiz 3.3-3.5 (Part 1 & 2)
F.IF.7d	3.6 Mathematics of Finance – Use exponential functions and equations to solve business and finance applications, relate it to compound interest and annuities.	Group Activity 3.6 Quick review 3.6 <u>Day 1:</u> #1-12, 21-39 multiples of 3 <u>Day 2:</u> #13-19 odd, 45-48 <u>Day 3:</u> # 55, 58, 60, 68	3.6 Take Home Quiz Chapter 3 Test Cumulative Take Home Test Midterm Exam

- **January/February**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
A.REI.8 A.REI.9	7.1 Solving Systems of Two Equations – Solve systems of equations graphically and algebraically.	Group Activity 7.1 Major Concepts 7.1 Quick review 7.1 <u>Day 1:</u> #1-2, 3-12 <u>Day 2:</u> #27-42 multiples of 3	
N.VM.6 N.VM.7 N.VM.8 N.VM.9 N.VM.10 N.VM.11 N.VM.12	7.2 Matrix Algebra – Find sums, differences, products, and inverses of matrices.	Quick review 7.2 <u>Day 1:</u> #3-33 multiples of 3 <u>Day 2:</u> #36-72 multiples of 3	Quiz 7.1-7.2
N.VM.6 N.VM.7 N.VM.8 N.VM.9 N.VM.10 N.VM.11 N.VM.12	7.3 Multivariable Linear Systems and Row Operations – Solve systems of linear equations using Gaussian elimination, reduced row echelon form of a matrix, or an inverse matrix.	Quick review 7.3 <u>Day 1:</u> #3-42 multiples of 3 <u>Day 2:</u> #45-66 multiples of 3, #73-79 odds	Test 7.1-7.3
F.BF.4b F.BF.4c F.BF.4d	7.4 Partial Fractions – Decompose rational expressions into partial fractions.	Quick review 7.4 <u>Day 1:</u> # 3-21 multiples of 3 <u>Day 2:</u> # 22-42 multiples of 3	
A.REI.8 A.REI.9	7.5 Systems of Inequalities in Two Variables – Solve linear programming problems and systems of inequalities	Quick review 7.5 <u>Day 1:</u> # 1-7, 9,12, 14, 16, 17, 20, 21 <u>Day 2:</u> # 23, 24, 35-39 odd	Quiz 7.4-7.5 (Parts 1 & 2)

	using graphical methods.		
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- **March**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
N.VM.1 N.VM.2 N.VM.3	6.1 Vectors in the Plane – Apply the arithmetic of vectors and use vectors to solve real world problems.	Major Concepts 6.1 Quick review 6.1 <u>Day 1:</u> # 1-27 odd <u>Day 2:</u> # 29-35 odd, 41, 43, 47	
N.VM.4a N.VM.4b N.VM.4c N.VM.5a N.VM.5b	6.2 Dot Product of Vectors – Calculate dot product and projections of vectors.	Quick review 6.2 <u>Day 1:</u> # 1-9, 10, 13 <u>Day 2:</u> # 21, 23, 25	Quiz 6.1-6.2
F.IF.7d	6.3 Parametric Equations and Motion – Define parametric equations, graph curves parametrically, and solve application problems using parametric equations.	Quick review 6.3 <u>Day 1:</u> # 1-4, 5,7,12,13 <u>Day 2:</u> # 27,29,33	
N.VM.1 N.VM.2 N.VM.3	6.4 Polar Coordinates – Convert points and equations from polar to rectangular coordinates and vice versa.	Quick review 6.4 Major Concepts 6.4 <u>Day 1:</u> # 1,5,7,11,15,21,23	

- **April**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
G.GPE.3	8.1 Conic Sections and Parabolas – Find equation, focus, and directrix of a parabola.	Quick review 8.1 <u>Day 1:</u> # 1,5-19 odd, 31, 32 <u>Day 2:</u> # 21-54 multiples of 3, 59	
G.GPE.3	8.2 Ellipses – Find the equation, vertices, and foci of an ellipse.	Quick review 8.2 <u>Day 1:</u> # 8-42 multiples of 3 <u>Day 2:</u> #19, 31,37,41,47	
G.GPE.3	8.3 Hyperbolas – Find the equation, vertices, and foci of a hyperbola.	Quick review 8.3 <u>Day 1:</u> # 3-30 multiples of 3 <u>Day 2:</u> # 33-52 multiples of 3	Quiz 8.1-8.3
N.VM.1 N.VM.2 N.VM.3	8.6 Three-Dimensional Cartesian Coordinate System – Draw three-dimensional figures and analyze vectors in space.	Quick review 8.6 <u>Day 1:</u> # 1-15 odd <u>Day 2:</u> # 18-54 multiples of 3	Test 8.1-8.4, 8.6

- **May/June**

CCSS	Essential Questions/Units of Study	Activities/Skills	Assessments
S.MD.1 S.MD.2 S.MD.3 S.MD.4	9.1 Basic Combinatorics – Use the multiplication principle of counting, permutations or combinations to count the number of ways that a task can be done.	Quick review 9.1 <u>Day 1:</u> # 3,5,9,12,15,19,20 <u>Day 2:</u> # 4,6,7,11,14,16	

S.MD.5a S.MD.5b	9.2 The Binomial Theorem – Expand the power of a binomial using the Binomial theorem or Pascal’s Triangle, and find the coefficients of a given term of a binomial expansion.	Quick review 9.2 <u>Day 1:</u> # 1-25 odd	
S.MD.5a S.MD.5b	9.3 Probability – Identify a sample space and calculate probability or conditional probability in sample spaces with equally likely or unequally likely outcomes.	Quick review 9.3 <u>Day 1:</u> # 1-8 all, 11-16 all <u>Day 2:</u> # 30-48 multiples of 3	Quiz 9.1-9.3
F.BF.2	9.4 Sequences – Express arithmetic and geometric sequences explicitly and recursively and find limits of converging sequences.	Quick review 9.4 <u>Day 1:</u> # 1-20 all	Quiz 9.4
F.BF.2	9.5 Series – Use sigma notation and find finite sums of terms in arithmetic and geometric sequences, and find sums of convergent geometric series.	Quick review 9.5 <u>Day 1:</u> # 3-24 multiples of 3	Test 9.1-9.5 Final Exam

V. Assessments

Assessments, worksheets, formative assessments and projects are all posted on the Bradshaw/McGowan Moodle site which is accessible to all precalculus teachers and administration.

VI. Resources

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Precalculus: Graphical, Numerical, Algebraic* (7th Ed). Boston, Mass.: Pearson Edison Wesley.

VII. Other

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Resource Manual* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Tests and Quizzes* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Student Practice Workbook* (7th ed.). Boston, Mass.: Pearson Edison Wesley.

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2007). *Test Generator* (7th ed.). Boston, Mass.: Pearson Edison Wesley

Bethel Public Schools

Algebra 1 12

9-12 Level 2

I. Alignment to District Power Standards, CSDE Standards , Grade Level Expectations, and Common Core State Standards

a. District Power Standards

b. Connecticut Curriculum Design Unit Planning Organizer Algebra I (draft 2012)

Unit 1: Patterns

Understand the concept of a function and use function notation

Build a function that models a relationship between two quantities

Mathematical Practices Emphasized in this unit:

4. Model with mathematics

8. Look for and express regularity in repeated reasoning.

Priority and Supporting CCSS

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers...

F-BF 1. Write a function that describes a relationship between two quantities.

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF 2. Write arithmetic and geometric sequences...recursively and [arithmetic sequences] with an explicit formula, use them to model situations, and translate between the two forms.

Essential Questions: What is a sequence? How can patterns be represented? What are the advantages and disadvantages of a recursive rule compared to an explicit rule?

Unit 2: Linear Equations and Inequalities

Reason quantitatively and use units to solve problems.

Interpret the structure of expressions

Create equations that describe numbers or relationships
Understand solving equations as a process of reasoning and explain the reasoning
Solve equations and inequalities in one variable

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
6. Attend to precision.
7. Look for and make use of structure

Priority and Supporting CCSS

N-Q 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q 2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-CED 1.(part) Create equations and inequalities in one variable and use them to solve problems.

Include equations arising from linear ... functions

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Essential Questions: What is an equation? What does equality mean? What is an inequality? How can we use linear equations

and linear inequalities to solve real world problems? What is a solution set for a linear equation or linear inequality? How can models and technology aid in the solving of linear equations and linear inequalities?

Unit 3: Functions

Create equations that describe numbers or relationships
Represent and solve equations and inequalities graphically
Understand the concept of a function and use function notation
Interpret functions that arise in applications in terms of the context
Analyze functions using different representations

Mathematical Practices Emphasized in this unit:

4. Model with mathematics.
5. Use appropriate tools strategically

Priority and Supporting CCSS

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales

A-REI 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

F-IF 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF 2. 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. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....**

F-IF 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it

describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**

F-IF 7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). ,,,

Essential Questions: What is a function? What are the different ways that functions may be represented? How can functions be used to model real world situations, make predictions, and solve problems?

Unit 4: Linear Functions

Interpret functions that arise in applications in terms of the context

Analyze functions using different representations

Construct and compare linear and exponential models and solve problems

Interpret expressions for functions in terms of the situation they model

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

Priority and Supporting CCSS

F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

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.

a. Graph linear ...functions and show intercepts..

F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-LE 1. Distinguish between situations that can be modeled with linear functions [and with exponential functions].

a. Prove that linear functions grow by equal differences over equal intervals... over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another....

F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 5. Interpret the parameters in a linear ... function in terms of a context.

Essential Questions: What is a linear function? What are the different ways that linear functions may be represented? What is the significance of a linear function's slope and y-intercept? How may linear functions model real world situations? How may linear functions help us analyze real world situations and solve practical problems?

Unit 5: Scatter Plots and Trend Lines

Analyze functions using different representations

Summarize, represent, and interpret data on a single count or measurement variable

Summarize, represent, and interpret data on two categorical and quantitative variables

Interpret linear models

Mathematical Practices Emphasized in this unit:

3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.

Priority and Supporting CCSS

F-IF 7b. Graph ... piecewise-defined functions, including step functions and absolute value functions.

S-ID 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data...

c. Fit a linear function for a scatter plot that suggests a linear association

S-ID 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID 9. Distinguish between correlation and causation.

Essential Questions: How do we make predictions and informed decisions based on current numerical information? What are the advantages and disadvantages of analyzing data by hand versus by using technology? What is the potential impact of making a decision from data that contains one or more outliers?

Unit 6: Systems of Linear Equations

Create equations that describe numbers or relationships

Solve systems of equations

Represent and solve equations and inequalities graphically

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.

5. Use appropriate tools strategically.

Priority and Supporting CCSS

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context..

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear ...functions.

Essential Questions: What does the number of solutions (none, one or infinite) of a system of linear equations represent? What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?

Unit 7: An Introduction to Exponential Functions

Extend the properties of exponents to rational exponents.
Interpret the structure of expressions
Write expressions in equivalent forms to solve problems
Analyze functions using different representations
Build a function that models a relationship between two quantities
Construct and compare linear and exponential models and solve problems
Interpret expressions for functions in terms of the situation they model

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
4. Model with mathematics.
6. Attend to precision.

Priority and Supporting CCSS

N-RN 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*

N-RN 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*

A-SSE 3c. 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%.

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.

e. Graph exponential ... functions, showing intercepts and end behavior...

F-IF 8b. 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 functions.

F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove ... that exponential functions grow by equal factors over equal intervals....

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly ...

F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.

Essential Questions: What characterizes exponential growth and decay? What are real world models of exponential growth and decay? What are the limitations of exponential growth models? How can one differentiate an exponential model from a linear model given a real world data set?

Unit 8: Quadratic Functions and Equations

Use properties of rational and irrational numbers.

Write expressions in equivalent forms to solve problems

Perform arithmetic operations on polynomials

Solve equations and inequalities in one variable

Interpret functions that arise in applications in terms of the context

Analyze functions using different representations

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

Priority and Supporting CCSS

N-RN 3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an

irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

A-SSE 3 a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-REI 4. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries...

F-IF 7 a. Graph ... quadratic functions and show intercepts, maxima, and minima.

F-IF 8 a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-BF 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, 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...

Essential Questions: What features distinguish the graph of a quadratic function from other graphs? How can an understanding of polynomials help in understanding quadratic functions and equations? What are the

advantages and disadvantages of different forms of the quadratic function and different methods for solving quadratic equations

c. Grade Level Expectations

N/A

d. Common Core State Standards for Algebra I

A-SSE Seeing Structure in Expressions

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*
2. Use the structure of an expression to identify ways to rewrite it.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - c. Use the properties of exponents to transform expressions for exponential functions.

A-APR Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED Creating Equations

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

A-REI Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (introduced in Algebra I and mastered in Geometry)

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.
 - a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
 - b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . (begun in Algebra I, completed in Algebra II)

Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (Only systems of linear equations are dealt with in Algebra I)

11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. (Only systems of linear equations are dealt with in Algebra I)
12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

F-IF Interpreting Functions

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; ...* (Linear, Exponential and Absolute Value functions are addressed in Algebra I)
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value

functions.

(c and d in Algebra II and Precalculus)

e. Graph exponential ... functions, showing intercepts and end behavior, ...

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (begun in Algebra I, completed in Algebra II)
 - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify $(5^{\frac{1}{3}})^3 = 5^{(\frac{1}{3})^3}$ percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{\frac{t}{10}}$, and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

F-BF Building Functions

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
 - b. Combine standard function types using arithmetic operations.
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. (Linear, exponential, quadratic, and absolute value equations in Algebra I)

F-LE Linear and Exponential Models

Construct and compare linear and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. (Linear in algebra I)
- Interpret expressions for functions in terms of the situation they model**
5. Interpret the parameters in a linear or exponential function in terms of a context.

N-RN The Real Number System

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.*

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

4. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

N-Q Quantities

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

S-ID Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize, represent, and interpret data on two categorical and quantitative variables

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
 - b. Informally assess the fit of a function by plotting and analyzing residuals.
 - c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

II. What are the most important things students will learn this year?

1. Algebra is a systematic method for identifying, describing, extending, analyzing and generalizing patterns.

2. Numbers, symbolic notation and arithmetic operations are used to model, transform, simplify and solve problems efficiently.
3. Information may be represented by physical models, diagrams, data tables, graphs and symbolic expressions. Algebra facilitates correlation among the different representations, which may give different insights into the solution of a problem.
4. Relationships and functions can be described and classified. The classifications can be used to derive models that have practical real-world applications.
5. Algebra provides a way to explore and understand the effects of parameter changes on any function and its various representations.
6. Algebra is a process of conjecturing about the relationships among quantities and measures. It provides a way to describe correlations, summarize data sets, estimate and make predictions, including extrapolation and interpolation of data.
7. Algebra provides the underlying structure to make connections among all branches of mathematics, including measurement, geometry, calculus and statistics.
8. Innovations in technology allow users to explore and deepen their understanding of new and long-standing mathematical concepts and applications of algebra.

**Taken from proposed Algebra I Curriculum
Connecticut State Department of Education**

III. Pacing Guide: In what order will the concepts and skills be sequenced over the course of the school year?

- **September/October**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p>	<p>Unit 1A: LINEAR EQUATIONS (5 weeks)</p> <p>Reason quantitatively and use units to solve problems. Interpret the structure of expressions. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve equations in one variable.</p> <p>Essential Questions What is an equation? What does equality mean? How can we use linear equations to solve real world problems? What is a solution set for a linear equation? How can models and technology aid in the solving of linear equations?</p>	<p>Concepts Order of operations Expression vs. equation Inequality Associative property Commutative property Distributive property Inverse operation</p> <p>Skills Model (with linear equations) Solve (linear equations) Simplify (expression) Use (algebraic properties) Select (appropriate units, degree of precision)</p> <p>Text Chapter 1</p>	<p>Pre-course test Intervention Prescribed by Holt</p>
A.SSE.1	1. Translate between words and algebra; evaluate algebraic expressions.	Text section 1.1 Exploration Guided Practice Connecting Algebra to Geometry p. 14 “Prices and Inflation activity”	Holt Performance Assessment Intervention: Teacher’s Ed. p. 3 Reading Strategies 1.1, Holt Example Videos
A.REI.1 A.REI.3 A.CED.1	2. Write and solve problems with one-step equations.	Section 1.2 Exploration Guided Practice Connecting Algebra to Geometry p. 23 Section 1.3: Multi-step test prep p. 21 Multi-step test prep p. 29	1.2/1.3 lesson quiz Intervention: Interactive Tutorial Holt Example Videos Reading Strategies 1.2/1.3

A.REI.1 A.REI.3 A.CED.1	3. Write and solve problems with 2-step & multi-step equations.	1.4 Exploration 1.4 technology lab p. 31 Problem Solving practice	1.4 Lesson quiz Intervention: Reading Strategies 1.4 Holt Example Videos
A.REI.1 A.REI.3 A.CED.1	4. Write and solve problems with equations containing variables on both sides.	Technology Lab p. 31 Guided Practice Multi-step test prep p. 44 Equation BINGO game	1.5 Lesson quiz CAPT Formative Assessment: Formulas & Equations Intervention: Reading Strategies 1.5 Holt Example Videos Khan Academy videos
A.REI.1 A.REI.3 A.CED.1	5. Solve an equation for a variable.	Guided Practice Problem Solving practice Technology Lab p. 47-48	Ready To Go On worksheet Quiz 1.1-1.6 p. 61 Intervention: Reteach "Ready To Go On" Intervention in Teacher's Ed. p. 61
A.REI.3 A.CED.1 N.Q.1	6. Solve problems via rates, ratios and proportions.	1.8 Exploration Guided Practice CAPT released items 1.9 Reading Strategies Multi-step test prep p. 73	1.7 Lesson Quiz CAPT FA: Proportional Reasoning Intervention: Holt Lesson Videos Reteach
N.Q.2 N.Q.3	7. Define and use appropriate measures of precision and accuracy.	1.8 Exploration Reading Strategies Guided Practice Problem Solving Chapter 1 Review pp. 84-87 Real world connections p. 94 Holt Chapter 1 Project	Ready To Go On worksheet Quiz sections 1.8-1.10 Reflection Questions Chapter 1 TEST Intervention: Ready to go on intervention in TE p.83 Chapter 1 Extra Practice

- **October/November (to end of 1st quarter)**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
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<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p>	<p>Unit 1B: LINEAR INEQUALITIES (3weeks)</p> <p>Reason quantitatively and use units to solve problems.</p> <p>Interpret the structure of expressions.</p> <p>Create inequalities that describe numbers or relationships.</p> <p>Understand solving inequalities as a process of reasoning and explain the reasoning.</p> <p>Solve inequalities in one variable.</p> <p>Essential Questions</p> <p>What is an inequality?</p> <p>How can we use linear inequalities to solve real world problems?</p> <p>What is a solution set for a linear inequality?</p> <p>How can models and technology aid in the solving linear inequalities?</p>	<p>Concepts</p> <p>Order of operations</p> <p>Expression vs. equation</p> <p>Inequality</p> <p>Associative property</p> <p>Commutative property</p> <p>Distributive property</p> <p>Inverse operation</p> <p>Skills</p> <p>Model (with linear inequalities)</p> <p>Solve (linear inequalities)</p> <p>Simplify (expression)</p> <p>Use (algebraic properties)</p> <p>Text Chapter 2</p>	<p>Pre-chapter 2 assessment</p> <p>Reading & writing math p. 99</p> <p>Are you ready p. 87</p> <p>Are you ready interventions in TE p. 87</p>
<p>A.REI.3</p>	<p>1. Graph & write inequalities.</p>	<p>2.1 Exploration</p> <p>Guided Practice</p> <p>Problem Solving practice</p>	<p>2.1 Lesson Quiz</p> <p>Intervention: Reading Strategies 2.1</p> <p>Holt Interactivity</p>
<p>A.REI.3</p> <p>A.CED.1</p>	<p>2. Write and solve problems with one-step inequalities.</p>	<p>2.2 /2.3 exploration</p> <p>Guided Practice</p> <p>Multi-step test prep pp. 110,116</p>	<p>Multi-step test prep p. 118</p> <p>Ready to go on quiz 2.1-2.3 p. 119</p> <p>Intervention: Reteach</p> <p>Holt Lesson videos</p>
<p>A.REI.3</p> <p>A.CED.1</p>	<p>3. Write and solve problems with 2-step and multi-step inequalities.</p>	<p>Guided Practice</p> <p>Multi-step test prep p. 124</p>	<p>Section 2.4 Alternate assessment in TE p.125</p> <p>Intervention: Reteach</p> <p>Reading Strategies 2.4</p>
<p>A.REI.3</p> <p>A.CED.1</p>	<p>4. Write and solve problems with inequalities containing variables on both sides.</p>	<p>Calculator Exploration</p> <p>Guided Practice</p>	<p>2.5 Lesson Quiz</p> <p>Intervention: Reading Strategies 2.5</p> <p>Reteach</p>

			Holt Lesson videos
A.REI.3	5. Write & solve compound inequalities.	Calculator Exploration Guided Practice Reteach Holt Ch2 Performance Assessment Chapter 2 review p. 150-151	Ready to go on quiz p. 149 Holt Ch2 Performance Assessment Reflection Questions Chapter 2 TEST Intervention: Chapter 2 Extra Practice Ready to go on interventions p. 149
<i>Emphasized Mathematical Practices</i> 4. Model with mathematics. 5. Use appropriate tools strategically.	Unit 2: Functions (2 weeks) Create equations that describe numbers or relationships. Represent and solve equations and inequalities graphically. Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Essential Questions What is a function? What are the different ways that functions may be represented? How can functions be used to model real world situations, make predictions, and solve problems?	Concepts Independent variable Dependent variable Ordered pair Mapping Diagram Table Graph Equation for a function Function notation Domain Range Vertical Line test Skills Determine (whether or not a relation is a function) Determine (range and domain of a function) Model (a real world situation with a function) Evaluate (a function) Represent a function (with table, graph, equation, mapping diagram)	Pre-chapter assessment Reading and writing math p. 163 Are you ready p. 161 Are you ready interventions in TE p. 161

		Text Chapter 3.1-3.4	
F.IF.4 N.Q.2	1. Graph relationships via continuous and discrete graphs.	3.1 Exploration Guided practice Multi-step test prep p. 168	3.1 Lesson Quiz Intervention Reteach
F.IF.1 F.IF.5	2. Identify functions and find the domain and range. Use the vertical line test and explain why it works.	Section 3.2 Exploration Guided Practice Problem Solving practice Algebra Lab p. 177	Intervention: Reteach
F.IF.1 F.IF.2 F.IF.5 A.CED.3 F.BF.1 F.LE.2	3. Identify independent and dependent variables. Write an equation in function notation and evaluate a function for given input values.	Section 3.3 exploration Guided Practice Problem Solving practice Multi-step test prep p. 184	3.3 Lesson Quiz Holt Chapter 3 Performance Assessment Intervention: Holt Interactivity Reteach
F.IF.1 F.IF.2 F.IF.5 F.IF.7 A.REI.10	4. Graph functions given limited and unlimited domains. Understand the connections among function rules, tables and graphs.	Section 3.4 technology Lab Holt Chapter 3 Performance Task	Multistep test prep p. 194 Ready to go on quiz p. 195 Intervention: Success for all learners 3.4 Ready to go on interventions in Teacher's Ed p. 195
F.IF.7B	5. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Chapter 4 Extension p. 310 Teacher generated Chapter 3 Review p. 214-216 Real world connections pp. 224-225 Holt Chapter 3 Project	Teacher-generated performance assessment Reflection Questions Holt Chapter 3 Project Intervention: Teacher-generated reteach Chapter 3 Extra Practice
END OF QUARTER 1			Cumulative test

• **November/December**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p>	<p>Unit 3 : LINEAR FUNCTIONS (5weeks)</p> <p>Interpret functions that arise in applications in terms of the context.</p> <p>Analyze functions using different representations.</p> <p>Construct and compare linear and exponential models and solve problems.</p> <p>Interpret expressions for functions in terms of the situation they model.</p> <p>Essential Questions</p> <p>What is a linear function?</p> <p>What are the different ways that linear functions may be represented?</p> <p>What is the significance of a linear function's slope and y-intercept?</p> <p>How may linear functions model real world situations?</p> <p>How may linear functions help us analyze real world situations and solve practical problems?</p>	<p>Concepts</p> <p>Rate of change</p> <p>Constant additive change</p> <p>Slope</p> <p>x-intercept</p> <p>y-intercept</p> <p>slope-intercept form</p> <p>point-slope form</p> <p>standard form</p> <p>velocity</p> <p>Skills</p> <p>Determine (whether or not a relation is a function)</p> <p>Determine (range and domain of a function)</p> <p>Model (a real world situation with a function)</p> <p>Evaluate (a function)</p> <p>Represent a function (with table, graph, equation, mapping diagram)</p> <p>Text Chapter 4.1-4.6</p>	<p>Pre-chapter assessment</p> <p>Reading & writing math p. 163</p> <p>Are you ready p. 161</p> <p>Are you ready interventions in TE p. 161</p>
<p>A.REI.10</p> <p>F.IF.5</p> <p>F.IF.7</p> <p>A.CED.2</p> <p>F.LE.2</p>	<p>1. Identify Linear functions.</p> <p>Write and use the standard form of a linear function.</p> <p>Graph a linear function, state the domain and range.</p>	<p>4.1 Exploration</p> <p>Guided practice</p> <p>Problem Solving practice</p>	<p>4.1 Lesson quiz</p> <p>Intervention: Reading Strategies</p> <p>Holt Example Videos</p>

F.IF.7 A.CED.2 A.CED.3 F.IF.2s F.IF.4 F.IF.5	2. Find and interpret x- and y-intercepts. Graph lines via the x-and y-intercept.	4.2 Exploration Guided practice Problem Solving practice	4.2 Lesson Quiz Intervention: Holt Example Videos Success for every learner 4.2
F.IF.6	3. Find the rate of change and slope. Relate slope as a constant rate of change.	Guided practice Multi-step test prep p. 250 Charlie Brown’s parachute jump and “Bike Tour” activities Algebra lab pp. 252-253	4.3 lesson Quiz Intervention: Holt Interactivity 4.3 alternate assessment in TE p. 251
F.IF.6	4. Find slope from 2 points, tables and graphs by using the slope formula.	4.4 exploration Guided practice Multi-step test prep p. 266	Ready to go on quiz 4.1-4.4 p.267 Hiking Performance Assessment CAPT Formative Assessment: Slope and rate of change Intervention: Ready to go on interventions in Teacher’s ed. p. 267 Holt Example Videos Khan Academy videos
A.CED.2 F.LE.2 A.CED.3 F.IF.6 F.IF.7 F.BF.1	5. Write and graph linear functions via the slope-intercept form.	4.6 Exploration Guided practice Multi-step test prep p. 273	4.6 lesson quiz Intervention: Holt Interactivity Reading Strategies 4.6 Holt lesson videos
A.CED.2 F.LE.2 A.CED.3 F.IF.7 F.BF.1	6. Write and graph linear functions via the point-slope form. Write a linear equation and find the intercepts given 2 points.	Exploration 4-7 Technology lab Guided practice Multi-step test prep p. 281	4.7 Lesson Quiz Intervention: Success for every learner 4.7 Alternate assessment TE p. 282

A.CED.2 F.LE.2 A.CED.3 F.IF.7 F.BF.1	7. Write a linear function in different but equivalent forms.	TEACHER GENERATED	Lesson quiz Intervention: Reteach Quiz re-take
G.GPE.5 F.IF.7	8. Find and interpret the slopes of parallel and perpendicular lines.	4.9 Exploration Guided practice Multi-step test prep p. 298	4.9 Lesson quiz Intervention: Interactivity Holt example videos
F.BF.3	9. Describe how changing the slope and y-intercept affects the graph of a linear function.	Reading Strategies Guided practice Reteach 4-10 4-10 Technology Lab Chapter 4 Review pp. 314-315 Chapter 4 Project	Ready to go on quiz 4.6,4.7,4.9,4.10 p. 309 Intervention: Holt lesson videos Success for every learner 4.10 Ready to go on interventions in Teacher's Ed. p. 309 Reflection Questions UNIT 4 TEST Performance Task Intervention: Chapter 4 Extra Practice
<i>Emphasized Mathematical Practices</i> 3. Construct viable arguments and critique the reasoning of others.	Unit 4: SCATTER PLOTS & TREND LINES (2 weeks) Analyze functions using different representations. Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.	Concepts Outlier Scatter plot Trend line Line of best fit Correlation Correlation coefficient Causation Interpolation	

<p>4. Model with mathematics. 5. Use appropriate tools strategically.</p>	<p>Essential Questions How do we make predictions and informed decisions based on current numerical information? What are the advantages and disadvantages of analyzing data by hand versus by using technology? What is the potential impact of making a decision from data that contains one or more outliers?</p>	<p>Extrapolation Piecewise linear function</p> <p>Skills Fit (trend line to scatter plot) Use technology to find the line of best fit & correlation coefficient) Interpret (correlation) Predict (using interpolation, extrapolation) Identify (outliers) Evaluate (piecewise function)</p> <p>Text Chapters 3.5, 4.7-4.8</p>	
<p>S.ID.6 NQ.1</p>	<p>1. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Interpret a trend lines.</p>	<p>3.5 Exploration 3.5 technology Lab Guided practice</p> <p>3.5 Data Analysis Activity p. 205</p>	<p>3.5 Lesson Quiz CAPT Formative Assessment: Linear Functions</p> <p>Interventions: Holt Ch. 3 Interactive Tutorial</p>
<p>A.CED.2 F.LE.2 A.CED.3 F.IF.7 F.BF.1</p>	<p>2. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</p>	<p>Text p. 284</p> <p>4.7 Data Analysis Activity</p>	<p>4.7 Data Analysis Activity</p> <p>Intervention: Alternate assessment</p>
<p>S.ID.6 S.ID.6B S.ID.7 S.ID.8 S.ID.9</p>	<p>3. Find the line of best fit from given data. Compute (using technology) and interpret the correlation coefficient of a linear fit. Distinguish between correlation and causation.</p>	<p>Text p. 288 4.8 exploration Guided practice</p> <p>Holt Chapter 4 Project</p>	<p>Ch. 4 Performance Assessment Reflection Questions</p> <p>Intervention: Chapter 4.8: Extra Practice Application extra practice</p>

- **January**

	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>5. Use appropriate tools strategically.</p>	<p><i>Unit 5: SYSTEMS OF LINEAR EQUATIONS</i> (3 weeks)</p> <p>Create equations that describe numbers or relationships.</p> <p>Solve systems of equations.</p> <p>Represent and solve equations and inequalities graphically.</p> <p>Essential Questions</p> <p>What does the number of solutions (none, one or infinite) of a system of linear equations represent?</p> <p>What are the advantages and disadvantages of solving a system of linear equations or inequalities graphically versus algebraically?</p>	<p>Concepts</p> <p>Systems of linear equations or inequalities</p> <p>Solution to a system of linear equations or inequalities</p> <p>Graphing method</p> <p>Substitution method</p> <p>Elimination method</p> <p>Addition property of equality</p> <p>Multiplication property of equality</p> <p>Transitive property of equality</p> <p>Skills</p> <p>Solve (systems using graphs)</p> <p>Solve (systems using algebraic methods)</p> <p>Model (with systems of linear equations & inequalities)</p> <p>Interpret (solution of systems of linear equations & inequalities)</p> <p>Text Chapter 5</p>	<p>Pre-chapter 5 assessment</p> <p>Reading and writing math p. 327</p> <p>Are you ready p. 325</p> <p>Intervention: Are you ready interventions in Teacher's Ed. p. 325</p>
<p>A.REI.6</p> <p>A.REI.11</p> <p>A.CED.2</p> <p>A.CED.3</p>	<p>1. Identify solutions of systems of two linear equations.</p> <p>Solve a system of two linear equations by graphing.</p>	<p>Guided Practice</p> <p>Multi-step test prep p. 332</p> <p>Holt Ch. 5 Performance assessment</p>	<p>5.1 Lesson quiz</p> <p>Intervention: Holt interactivity</p> <p>Holt lesson videos</p>
<p>A.REI.6</p>	<p>2. Solve a system of equations using the</p>	<p>5.2 Exploration</p>	<p>5.2 Lesson quiz</p>

A.CED.3	Substitution Method.	Guided Practice	Intervention: Success for every learner 5.2 Holt video Khan academy
A.REI.5 A.REI.6 A.CED.3	3. Solve a system of equations using the Elimination Method.	Exploration Guided Practice	5.3 Lesson quiz Intervention: Success for every learner 5.3 Holt video Khan academy
A.REI.6 A.CED.2 A.CED.3	4. Choose the best method for solving a system of equations.	Create a graphic organizer of solution methods p. 346	Alternate assessment activity in TE p. 349 CAPT Formative Assessment: Systems of Equations Intervention: Alternate assessment activity Teacher's Ed. p. 349
A.REI.6 A.CED.2 A.CED.3	5. Solve and classify special systems.	Guided Practice Alternative assessment Teacher's Ed. p. 357	5.4 Lesson quiz Ready to go on p. 359 Intervention: Reading strategies Ready to go on interventions in TE p. 359
A.REI.12 A.CED.3	Graph and solve linear inequalities.	5.5 Exploration Guided practice Chapter review pp. 376-379 Real-world connections pp. 386-387	5.5 Lesson quiz Reading Strategies Unit 5 Reflection questions CHAPTER 5 TEST Intervention: Extra Practice
End of quarter 2			MIDTERM EXAM

- **February/March**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>4. Model with mathematics.</p> <p>6. Attend to precision.</p> <p>8. Look for and express regularity in repeated reasoning.</p>	<p>Unit 6 : PATTERNS & EXPONENTIAL FUNCTIONS (5 weeks)</p> <p>Understand the concept of a function and use function notation.</p> <p>Build a function that models a relationship between two quantities.</p> <p>Extend the properties of exponents to rational exponents.</p> <p>Interpret the structure of expressions.</p> <p>Write expressions in equivalent forms to solve problems.</p> <p>Analyze functions using different representations.</p> <p>Build a function that models a relationship between two quantities.</p> <p>Construct and compare linear and exponential models and solve problems.</p> <p>Interpret expressions for functions in terms of the situation they model.</p> <p>Essential Questions</p> <p>What is a sequence?</p> <p>How can patterns be represented?</p> <p>What are the advantages and disadvantages of a recursive rule compared to an explicit rule?</p> <p>What characterizes exponential growth and decay?</p> <p>What are real world models of exponential</p>	<p>Concepts</p> <p>Recursive rule</p> <p>Explicit rule</p> <p>Arithmetic sequence</p> <p>Geometric sequence</p> <p>Exponential Function</p> <p>Exponential Growth</p> <p>Exponential Decay</p> <p>Growth Factor</p> <p>Half life</p> <p>Compound Interest</p> <p>Asymptote</p> <p>Laws of Exponents</p> <p>Skills</p> <p>Find (specific term)</p> <p>Write (recursive rule)</p> <p>Write (explicit rule)</p> <p>Draw (next in sequence)</p> <p>Predict (nth term)</p> <p>Text Chapters 3.6, 6.1-6.2, 9.1-9.5</p>	

	<p>growth and decay? What are the limitations of exponential growth models? How can one differentiate an exponential model from a linear model given a real world data set?</p>		
F.IF.3 F.BF.2 F.LE.2	1. Recognize, extend and apply arithmetic sequences.	Pre-unit introduction Focus on problem-solving TE p. CC61 Section 3.6 exploration Guided practice Multi-step test prep p. 210 Problem-solving practice	3.6 Ready to go on Intervention: Interventions in TE Reading strategies 3.6 Holt lesson videos
F.IF.3 F.BF.2 F.LE.2	2. Recognize, extend and apply geometric sequences.	9.1 exploration Guided practice Multi-step test prep p. 622 Problem-solving practice	9.1 Ready to go on p. 633 CAPT FA: Patterns & sequences Intervention: interventions in TE p. 633 Reading strategies 9.1 Holt lesson videos
	CH 6 and 9 Pre-chapter assessment	CH 6 and 9 Pre-chapter assessment Selected problems Reading & writing math p. 391	Are you ready p. 389 #1-17, Are your ready p. 615 # 1-25 Intervention: Are you ready interventions in TE p. 389, TE p. 615
N.RN.1	3. Evaluate and simplify expressions containing zero and negative exponents.	6.1 exploration Guided practice	6.1 lesson quiz Intervention: Holt lesson videos
N.RN.1	4. Evaluate and simplify expressions containing rational exponents.	Guided practice Multi-step test prep p. 402 Ch. 6 Performance assessment	6.2 lesson quiz Multi-step test prep p. 404

			Intervention: Holt interactivity Khan academy Chapter 6.1-6.2 Extra Practice
F.IF.7e F.LE.1 F.IF.4 F.IF.8 A.REI.10	5. Evaluate and identify exponential functions. Graph an exponential function by creating a table of values	9.2 exploration Guided practice Multi-step test prep p. 629 Connected Math: "Cooling off coffee"	9.2 lesson quiz 9.2 Ready to go on p. 633 Intervention: Reteach Holt lesson videos 9.2 Ready to Go On Interventions in TE p. 633
F.LE.2	6. Solve problems involving exponential growth and decay.	9.3 exploration 9.3 Algebra Lab p. 634 Connected Math: "Studying snake & lizard populations, medicine, cooling water"	9.3 lesson quiz Multi-step test prep p. 641 Alternative assessment TE p. 642 Intervention: Reading Strategies 9.3 Holt lesson videos Holt interactivity
F.IF.3 F.BF.2 F.LE.2	7. Identify and extend patterns using recursion.	Guided practice pp. 644-647	Lesson quiz Intervention: Reteach
F.LE.1 F.LEE.2 A.CED.2 F.IF.4 F.IF.7 F.BF.1	8. Compare and contrast linear, quadratic and exponential functions graphically.	Guided practice Multi-step test prep p. 654	9.4 lesson quiz CAPT F.A.: Exponential Functions Intervention: Reading strategies Holt lesson videos
F.IF.6 F.IF.9 F.LE.3	9. Compare linear and nonlinear rates of change and functions. Estimate and compare rates of change.	9.4 extension activities 9.5 exploration guided practice Chapter 6.1/6.2 review pp. 442-443 Chapter 9 review pp. 670-673	9.5 lesson quiz Ready to go on quiz p. 669 Multi-step test prep p. 668

		Chapter 9 project	Intervention: Reteach Holt lesson videos Ready to go on interventions TE p. 669 Reflection Questions Chapter 9 test Intervention: Chapter 9 Extra Practice Application extra practice
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.	Unit 7: POLYNOMIALS & FACTORING (5 weeks) Use properties of rational and irrational numbers. Perform arithmetic operations on polynomials. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Essential Questions How can an understanding of polynomials help in understanding quadratic functions and equations?	Concepts Monomial Binomial Trinomial Polynomial Factored form Greatest Common Factor Perfect square trinomial Difference of two squares Skills Solve (problems arising from quadratic models) Expand (product of two binomials) Factor (quadratic trinomial) Factor(special products) Factor(polynomial) Text Chapters 6.3-6.6, 7.1-7.6	
A.SSE.1a	1. Write and evaluate polynomials.	Reading & writing math p. 391 Guided practice	CH 6 Pre-chapter assessment Selected problems Are you ready p. 389 #18-32

			Intervention: Are you ready interventions in TE p. 389 6.3 lesson quiz
A.APR.1	2. Add and subtract polynomials.	Guided practice	6.4 lesson quiz
	3 A. Multiply monomials.	Guided practice	Lesson quiz Intervention: Are you ready skills 7&8
A.APR.1	3 B. Multiply polynomials. Solve polynomial problems.	Guided practice Multi-step test prep p. 428, 439, 440	6.5/6.6 Lesson quiz Ready to go on quiz p. 441 Polynomials quiz Intervention: Holt interactivity Ready to go on interventions TE p. 441
A.APR.1 N.RN.3	4. Identify sets and the operation under which they are closed.	Extension activities p. 431-432	Student-generated summary Intervention: reteach
	CH 7 Pre-chapter assessment	Reading & writing math p. 455	Are you ready p. 453 # 1-21 Are you ready interventions TE p. 453
A.SSE.2	5. Find the GCF of monomials. Factor polynomials via the greatest common factor.	Guided practice 7.2 exploration Multi-step test prep p. 468	7.1/7.2 lesson quiz Intervention: 7.1/7.2 reading strategies Reteach Holt lesson videos Khan academy
A.SSE.2	6. Factor quadratic trinomials where $a = 1$.	7.3 exploration Guided practice	7.3 lesson quiz Ready to go on quiz p. 489 #1-26

		Multi-test prep p. 477 Multi-test prep p. 485 7.4 Technology Lab p. 487 Multi-test prep p. 488	Intervention: 7.3 reading strategies Holt interactivity Ready to go on interventions TE p. 489 Khan academy
A.SSE.2	7. Factor special products. Choose an appropriate method for factoring.	7.5 exploration Guided practice Multi-test prep p. 495 Reaching all learners activity TE p. 499 Chapter 6.3/6.6 review pp. 443-445 Chapter 7 review pp. 507-509 Test tackler p. 512-513 Chapter 6/7 Project (Activity 2 for each)	7.5 lesson quiz Ready to go on quiz p. 505 Multi-step test prep p. 504 Intervention: 7.5 Reading strategies Holt interactivity Ready to go on interventions TE p. 505 Khan academy Reflection Questions, Unit test Intervention: Chapter 6.3-6.6/Ch. 7 Extra Practice
End of Quarter 3			

- **April/May**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<i>Emphasized Mathematical Practices</i>	Unit 8 : QUADRATIC FUNCTIONS & EQUATIONS (6 weeks) Use properties of rational and irrational	Concepts Quadratic Function Quadratic Equation	

<p>1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.</p>	<p>numbers. Write expressions in equivalent forms to solve problems. Solve equations and inequalities in one variable. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Essential Questions What features distinguish the graph of a quadratic function from other graphs? How can an understanding of polynomials help in understanding quadratic functions and equations? What are the advantages and disadvantages of different forms of the quadratic function and different methods for solving quadratic equations?</p>	<p>Quadratic Formula Parabola Factored form Vertex form Standard form Square Root Property Zero Product Property Completing the Square Vertex Line of Symmetry First and Second Differences Skills Graph (quadratic functions) Find (line of symmetry, vertex) Solve (quadratic equation) Model (with quadratic functions) Solve (problems arising from quadratic models) Expand (product of two binomials) Factor (quadratic trinomial) Use (quadratic formula) Text Chapter 8</p>	
<p>F.IF.7 A.REI.10</p>	<p>1. Identify quadratic functions, including whether they have a maximum or minimum. Graph quadratic functions from a table of values and find the domain and range of the function.</p>	<p>8.1 exploration Reaching all learners TE p. 523 Guided practice Multi-step test prep p. 528</p>	<p>8.1 lesson quiz Intervention: 8.1 reading strategies Holt lesson videos Success for every learner</p>
<p>F.IF.7</p>	<p>2. Find the zero's, axis of symmetry and vertex</p>	<p>8.2 Algebra Lab p. 530</p>	<p>8.2 lesson quiz</p>

F.IF.8 F.IF.4	of a parabola.	Guided practice Multi-step test prep p. 537	Intervention: 8.2 Reteach Holt lesson videos Success for every learner
F.IF.7 F.IF.4 F.IF.8	3. Graph a quadratic function given in standard form. Interpret and solve a quadratic function in context.	8.3 exploration Reaching all learners activity TE p. 539 Multi-step test prep p. 542	8.3 lesson quiz Intervention: 8.3 Reteach Holt lesson videos Success for every learner
F.BF.3 F.IF.7 F.IF.5	4. Graph and transform quadratic functions.	8.4 exploration Guided practice 8.4 Technology Lab p. 544 Multi-step test prep p. 550	8.4 lesson quiz Ready to go on quiz p. 553 Multi-step test prep p. 552 Intervention: Holt interactivity Ready to go on interventions in TE p. 553
A.REI.11 A.REI.4 F.IF.7 F.IF.4	5. Solve quadratic equations by graphing.	8.5 exploration Guided practice 8.5 Technology Lab p. 560-561 Multi-step test prep p. 558	8.5 lesson quiz Intervention: 8.5 Reteach Holt lesson videos Success for every learner
A.REI.4b A.SSE.3	6. Solve quadratic equations by factoring.	8.6 exploration Guided practice Multi-step test prep p. 566	8.6 lesson quiz Intervention: 8.6 Reading Strategies Holt lesson videos Success for every learner
A.REI.4b A.CED.3 A.CED.1 F.BF.1	7. Solve quadratic equations by using square roots.	Are you ready skill 6: Squares & square roots 8.7 exploration Guided practice	8.7 lesson quiz Intervention: 8.7 Reading Strategies Holt lesson videos

		Multi-step test prep p. 572	Success for every learner
A.REI.4a A.CED.1	8. Solve quadratic equations by completing the square.	8.8 exploration Guided practice Multi-step test prep p. 580	8.8 lesson quiz Intervention: 8.8 Reading Strategies Holt lesson videos Success for every learner
A.REI.4b	9. Solve quadratic equations by using the quadratic formula. Use the discriminant to find the number of solutions of a quadratic equation.	8.9 Reading strategies Think & discuss p. 587 Multi-step test prep p. 580 8.8 exploration Chapter 8.1-8.9 review pp. 604-607 Test tackler p. 512-513 Chapter 8 Performance assessment	8.9 lesson quiz Ready to go on quiz p. 599 Multi-step test prep p. 598 Intervention: Holt lesson videos Ready to go on intervention in TE p. 599 Holt interactivity Reflection Questions Unit 8 test Intervention: Chapter 8.1-8.9 Extra Practice

- **May/June**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<i>Emphasized Mathematical Practices</i>	Unit 9 : DATA ANALYSIS (4 weeks) Essential Questions	Concepts Measures of central tendency (mean, median, mode)	

<p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p>	<p>How do we make predictions and informed decisions based on current numerical information?</p> <p>What are the advantages and disadvantages of analyzing data by hand versus by using technology?</p>	<p>Measures of spread (range, interquartile range, standard deviation)</p> <p>Histogram</p> <p>Box plot</p> <p>Skills</p> <p><i>Calculate (mean, median, mode, interquartile range)</i></p> <p>Use technology to find standard deviation, Interpret (correlation)</p> <p>Predict (using interpolation, extrapolation)</p> <p>Text Chapter 10.1-10.4</p>	
	<p>CH 10 Pre-chapter assessment</p>	<p>Reading and writing math p. 683</p>	<p>Are you ready p. 681</p> <p>Intervention</p> <p>Are you ready interventions TE p. 681</p>
<p>S.ID.1</p>	<p>1A. Organize data using tables and graphs. Choose or create an appropriate data display.</p>	<p>10.1 exploration</p> <p>Reaching all learners activity TE p. 687</p> <p>Guided practice</p> <p>Problem-solving practice</p> <p>Multi-step test prep p. 693</p>	<p>10.1 lesson quiz</p>
<p>S.ID.1</p>	<p>1B. Interpret and create bar and circle graphs. Choose the appropriate data display.</p>	<p>Connecting Algebra to Data Analysis pp. 684-685</p> <p>Guided practice</p>	<p>Close/Assess, TE p. 685</p> <p>Intervention: Reteach</p>
<p>S.ID.1</p>	<p>2. Create stem-and-leaf plots. Create frequency tables and histograms.</p>	<p>10.2 exploration</p> <p>Think and discuss p. 697</p> <p>Guided practice</p> <p>Problem-solving practice</p> <p>Multi-step test prep p. 700</p>	<p>10.2 lesson quiz</p> <p>Intervention: 10.2 reading strategies</p>
<p>S.ID.2</p>	<p>3. Describe the central tendency of a data set. Create and interpret box-and-whisker plots.</p>	<p>10.3 exploration</p> <p>Guided practice</p>	<p>10.3 lesson quiz</p> <p>CAPT F.A.: Statistics</p>

	Use technology to create data graphs.	Problem-solving practice Multi-step test prep p. 708 10.3 Technology Lab pp. 714-715	Intervention: 10.3 reteach 10.3 reading strategies
S.ID.3	4. Create a dot plot. Use a dot plot to describe the shape of a data distribution.	10.3 Extension, pp. 710-713 Guided practice	Teacher-generated quiz Intervention: Reteach teacher generated
S.ID.6	5. Recognize misleading graphs and statistics.	10.4 exploration Guided practice Multi-step test prep p. 719 Chapter 10.1-10.4 review pp. 752-754 Chapter 10 Project, Activity 1	Alternative Assessment TE p. 721 Multi-step test prep p. 724 Ready to go on quiz p. 525 Intervention: 10.4 reteach 10.4 reading strategies Holt interactivity Ready to go on interventions TE p. 525 Reflection Questions Chapter 10 Project, Activity 1 Intervention: Chapter 10.1-10.4 Extra Practice
End of quarter 4			FINAL EXAM

IV. Learning Activities -- What instructional activities will help students grasp the concepts and instructional outcomes expected in each unit?

Sample signature activities used by the team and indicated within the pacing guide are enclosed with this document. Others are on Ms. dos Santos' Moodle site accessible by any of the teachers teaching Algebra I and administration.

V. Assessments --How will students' understanding of the concepts and skills taught in this course be assessed in each unit?

Sample signature activities used by the team and indicated within the pacing guide are enclosed with this document. Others are on Ms. dos Santos' Moodle site accessible by any of the teachers teaching Algebra I and administration.

VI. Resources

Common Core State Standards and Common Core Mathematical Practices Standards
Holt Algebra I Common Core Edition ©2012 text and supplementary materials, ©2012 supplementary materials
“Green Globes” computer program
CAPT released items
Connecticut Curriculum Design Unit Planning Organizer Algebra I (draft 2012)

Bethel Public Schools
Algebra 1 13
9-12 Level 3

I. Alignment to District Power Standards, CSDE Standards , Grade Level Expectations, and Common Core State Standards

a. District Power Standards

b. Connecticut Curriculum Design Unit Planning Organizer Algebra I (draft 2012)

Unit 1: Patterns

Understand the concept of a function and use function notation

Build a function that models a relationship between two quantities

Mathematical Practices Emphasized in this unit:

4. Model with mathematics

8. Look for and express regularity in repeated reasoning.

Priority and Supporting CCSS

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers...

F-BF 1. Write a function that describes a relationship between two quantities.

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF 2. Write arithmetic and geometric sequences...recursively and [arithmetic sequences] with an explicit formula, use them to model situations, and translate between the two forms.

Essential Questions: What is a sequence? How can patterns be represented? What are the advantages and disadvantages of a recursive rule compared to an explicit rule?

Unit 2: Linear Equations and Inequalities

Reason quantitatively and use units to solve problems.

Interpret the structure of expressions

Create equations that describe numbers or relationships
Understand solving equations as a process of reasoning and explain the reasoning
Solve equations and inequalities in one variable

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
6. Attend to precision.
7. Look for and make use of structure

Priority and Supporting CCSS

N-Q 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q 2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-CED 1.(part) Create equations and inequalities in one variable and use them to solve problems.

Include equations arising from linear ... functions

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Essential Questions: What is an equation? What does equality mean? What is an inequality? How can we use linear equations

and linear inequalities to solve real world problems? What is a solution set for a linear equation or linear inequality? How can models and technology aid in the solving of linear equations and linear inequalities?

Unit 3: Functions

Create equations that describe numbers or relationships
Represent and solve equations and inequalities graphically
Understand the concept of a function and use function notation
Interpret functions that arise in applications in terms of the context
Analyze functions using different representations

Mathematical Practices Emphasized in this unit:

4. Model with mathematics.
5. Use appropriate tools strategically

Priority and Supporting CCSS

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales

A-REI 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

F-IF 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF 2. 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. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....**

- F-IF 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
- F-IF 7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- F-IF 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Essential Questions: What is a function? What are the different ways that functions may be represented? How can functions be used to model real world situations, make predictions, and solve problems?

Unit 4: Linear Functions

- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

Priority and Supporting CCSS

- F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- 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.
 - a. Graph linear ...functions and show intercepts..
- F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- F-LE 1.** Distinguish between situations that can be modeled with linear functions [and with exponential functions].
a. Prove that linear functions grow by equal differences over equal intervals... over equal intervals.
b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another...
- F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).**
- F-LE 5. Interpret the parameters in a linear ... function in terms of a context.**

Essential Questions: What is a linear function? What are the different ways that linear functions may be represented? What is the significance of a linear function's slope and y-intercept? How may linear functions model real world situations? How may linear functions help us analyze real world situations and solve practical problems?

Unit 5: Scatter Plots and Trend Lines

Analyze functions using different representations

Summarize, represent, and interpret data on a single count or measurement variable

Summarize, represent, and interpret data on two categorical and quantitative variables

Interpret linear models

Mathematical Practices Emphasized in this unit:

3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.

Priority and Supporting CCSS

F-IF 7b. Graph ... piecewise-defined functions, including step functions and absolute value functions.

S-ID 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data...

c. Fit a linear function for a scatter plot that suggests a linear association

S-ID 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID 9. Distinguish between correlation and causation.

Essential Questions: How do we make predictions and informed decisions based on current numerical information? What are the advantages and disadvantages of analyzing data by hand versus by using technology? What is the potential impact of making a decision from data that contains one or more outliers?

Unit 6: Systems of Linear Equations

Create equations that describe numbers or relationships

Solve systems of equations

Represent and solve equations and inequalities graphically

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.

5. Use appropriate tools strategically.

Priority and Supporting CCSS

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context...

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$

intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear ...functions.

Essential Questions: What does the number of solutions (none, one or infinite) of a system of linear equations represent?
What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?

Unit 7: An Introduction to Exponential Functions

Extend the properties of exponents to rational exponents.

Interpret the structure of expressions

Write expressions in equivalent forms to solve problems

Analyze functions using different representations

Build a function that models a relationship between two quantities

Construct and compare linear and exponential models and solve problems

Interpret expressions for functions in terms of the situation they model

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
4. Model with mathematics.
6. Attend to precision.

Priority and Supporting CCSS

N-RN 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*

N-RN 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*

- A-SSE 3c. 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%.
- 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.
- e. Graph exponential ... functions, showing intercepts and end behavior...
- F-IF 8b. 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 functions.
- F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.**
- F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
- a. Prove ... that exponential functions grow by equal factors over equal intervals....**
- c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).**
- F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly ...
- F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.**

Essential Questions: What characterizes exponential growth and decay? What are real world models of exponential growth and decay? What are the limitations of exponential growth models? How can one differentiate an exponential model from a linear model given a real world data set?

Unit 8: Quadratic Functions and Equations

Use properties of rational and irrational numbers.
Write expressions in equivalent forms to solve problems
Perform arithmetic operations on polynomials
Solve equations and inequalities in one variable
Interpret functions that arise in applications in terms of the context
Analyze functions using different representations

Mathematical Practices Emphasized in this unit:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

Priority and Supporting CCSS

- N-RN 3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
- A-SSE 3 a. Factor a quadratic expression to reveal the zeros of the function it defines.**
b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**
- A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*
- A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-REI 4. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

- F-IF 4.** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries...
- F-IF 7** a. Graph ... quadratic functions and show intercepts, maxima, and minima.
- F-IF 8** a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- F-BF 3.** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, 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...

Essential Questions: What features distinguish the graph of a quadratic function from other graphs? How can an understanding of polynomials help in understanding quadratic functions and equations? What are advantages and disadvantages of different forms of the quadratic function and different methods for solving quadratic equations?

c. Grade Level Expectations

N/A

d. Common Core State Standards for Algebra I

A-SSE Seeing Structure in Expressions

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*
2. Use the structure of an expression to identify ways to rewrite it.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented

By the expression.

- a. Factor a quadratic expression to reveal the zeros of the function it defines.
- b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- c. Use the properties of exponents to transform expressions for exponential functions.

A-APR Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED Creating Equations

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

A-REI Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (introduced in Algebra I and mastered in Geometry)

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.

- a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
- b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . (begun in Algebra I, completed in Algebra II)

Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (Only systems of linear equations are dealt with in Algebra I)
11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. (Only systems of linear equations are dealt with in Algebra I)
12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

F-IF Interpreting Functions

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; ...* (Linear, Exponential and Absolute Value functions are addressed in Algebra I)
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
(c and d in Algebra II and Precalculus)
 - e. Graph exponential ... functions, showing intercepts and end behavior, ...
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (begun in Algebra I, completed in Algebra II)
 - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify $(5^{1/3})^3 = 5^{(1/3)3}$ 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.*

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

F-BF Building Functions

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
 - b. Combine standard function types using arithmetic operations.
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. (Linear, exponential, quadratic, and absolute value equations in Algebra I)

F-LE Linear and Exponential Models

Construct and compare linear and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. (Linear in algebra I)

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear or exponential function in terms of a context.

N-RN The Real Number System

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define*

$5^{1/3}$ to be the cube root of 5 because we want $\left(5^{1/3}\right)^3 = 5^{(1/3)^3}$ to hold, so $\left(5^{1/3}\right)^3$ must equal 5.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

4. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

N-Q Quantities

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

S-ID Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize, represent, and interpret data on two categorical and quantitative variables

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
 - b. Informally assess the fit of a function by plotting and analyzing residuals.
 - c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

II. What are the most important things students will learn this year?

1. Algebra is a systematic method for identifying, describing, extending, analyzing and generalizing patterns.
2. Numbers, symbolic notation and arithmetic operations are used to model, transform, simplify and solve problems efficiently.
3. Information may be represented by physical models, diagrams, data tables, graphs and symbolic expressions. Algebra facilitates correlation among the different representations, which may give different insights into the solution of a problem.
4. Relationships and functions can be described and classified. The classifications can be used to derive models that have practical real-world applications.
5. Algebra provides a way to explore and understand the effects of parameter changes on any function and its various representations.

6. Algebra is a process of conjecturing about the relationships among quantities and measures. It provides a way to describe correlations, summarize data sets, estimate and make predictions, including extrapolation and interpolation of data.
7. Algebra provides the underlying structure to make connections among all branches of mathematics, including measurement, geometry, calculus and statistics.
8. Innovations in technology allow users to explore and deepen their understanding of new and long-standing mathematical concepts and applications of algebra.

**Taken from proposed Algebra I Curriculum
Connecticut State Department of Education**

III. **Pacing Guide:** In what order will the concepts and skills be sequenced over the course of the school year?

- **September/October**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p>	<p>Unit 1: LINEAR EQUATIONS (6 weeks)</p> <p>Reason quantitatively and use units to solve problems. Interpret the structure of expressions. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve equations in one variable.</p> <p>Essential Questions What is an equation? What does equality mean? How can we use linear equations to solve real world problems? What is a solution set for a linear equation? How can models and technology aid in the solving of linear equations?</p>	<p>Concepts Order of operations Expression vs. equation Inequality Associative property Commutative property Distributive property Inverse operation</p> <p>Skills Model (with linear equations) Solve (linear equations) Simplify (expression) Use (algebraic properties) Select (appropriate units, degree of precision)</p> <p>Text Chapter 1</p>	<p>Pre-course test Intervention Prescribed by Holt</p>
A.SSE.1	1. Translate between words and algebra; evaluate algebraic expressions.	Text section 1.1 Exploration Guided Practice Connecting Algebra to Geometry p. 14 “Prices and Inflation activity”	Holt Performance Assessment Intervention: Teacher’s Ed. p. 3 Reading Strategies 1.1, Holt Example Videos
A.REI.1 A.REI.3	2. Write and solve problems with one-step equations.	Section 1.2 Exploration Guided Practice	1.2/1.3 lesson quiz

A.CED.1		Connecting Algebra to Geometry p. 23 Section 1.3: Multi-step test prep p. 21 Multi-step test prep p. 29	Intervention: Interactive Tutorial Holt Example Videos Reading Strategies 1.2/1.3
A.REI.1 A.REI.3 A.CED.1	3. Write and solve problems with 2-step & multi-step equations.	1.4 Exploration 1.4 technology lab p. 31 Problem Solving practice	1.4 Lesson quiz Intervention: Reading Strategies 1.4 Holt Example Videos
A.REI.1 A.REI.3 A.CED.1	4. Write and solve problems with equations containing variables on both sides.	Technology Lab p. 31 Guided Practice Multi-step test prep p. 44 Equation BINGO game	1.5 Lesson quiz CAPT Formative Assessment: Formulas & Equations Intervention: Reading Strategies 1.5 Holt Example Videos Khan Academy videos
A.REI.1 A.REI.3 A.CED.1	5. Solve an equation for a variable.	Guided Practice Problem Solving practice Technology Lab p. 47-48	Ready To Go On worksheet Quiz 1.1-1.6 p. 61 Intervention: Reteach "Ready To Go On" Intervention in Teacher's Ed. p. 61
A.REI.3 A.CED.1 N.Q.1	6. Solve problems via rates, ratios and proportions.	1.8 Exploration Guided Practice CAPT released items 1.9 Reading Strategies Multi-step test prep p. 73	1.7 Lesson Quiz CAPT FA: Proportional Reasoning Intervention: Holt Lesson Videos Reteach
N.Q.2 N.Q.3	7. Define and use appropriate measures of precision and accuracy.	1.8 Exploration Reading Strategies Guided Practice Problem Solving Chapter 1 Review pp. 84-87 Real world connections p. 94 Holt Chapter 1 Project	Ready To Go On worksheet Quiz sections 1.8-1.10 Reflection Questions Chapter 1 TEST Intervention: Ready to go on intervention in TE p.83 Chapter 1 Extra Practice

- **October/November (to end of 1st quarter)**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p>	<p>Unit 2: Functions [3 weeks]</p> <p>Create equations that describe numbers or relationships.</p> <p>Represent and solve equations and inequalities graphically.</p> <p>Understand the concept of a function and use function notation.</p> <p>Interpret functions that arise in applications in terms of the context.</p> <p>Analyze functions using different representations.</p> <p>Essential Questions</p> <p>What is a function?</p> <p>What are the different ways that functions may be represented?</p> <p>How can functions be used to model real world situations, make predictions, and solve problems?</p>	<p>Concepts</p> <p>Independent variable</p> <p>Dependent variable</p> <p>Ordered pair</p> <p>Mapping Diagram</p> <p>Table</p> <p>Graph</p> <p>Equation for a function</p> <p>Function notation</p> <p>Domain</p> <p>Range</p> <p>Vertical Line test</p> <p>Skills</p> <p>Determine (whether or not a relation is a function)</p> <p>Determine (range and domain of a function)</p> <p>Model (a real world situation with a function)</p> <p>Evaluate (a function)</p> <p>Represent a function (with table, graph, equation, mapping diagram)</p> <p>Text Chapter 3.1-3.4</p>	<p>Pre-chapter assessment</p> <p>Reading & writing math p. 163</p> <p>Are you ready p. 161</p> <p>Are you ready interventions in TE p. 161</p>
F.IF.4 N.Q.2	1. Graph relationships via continuous and discrete graphs.	3.1 Exploration Guided practice Multi-step test prep p. 168	3.1 Lesson Quiz Intervention Reteach

F.IF.1 F.IF.5	2. Identify functions and find the domain and range. Use the vertical line test and explain why it works.	Section 3.2 Exploration Guided Practice Problem Solving practice Algebra Lab p. 177	Intervention: Reteach
F.IF.1 F.IF.2 F.IF.5 A.CED.3 F.BF.1 F.LE.2	3. Identify independent and dependent variables. Write an equation in function notation and evaluate a function for given input values.	Section 3.3 exploration Guided Practice Problem Solving practice Multi-step test prep p. 184	3.3 Lesson Quiz Holt Chapter 3 Performance Assessment Intervention: Holt Interactivity Reteach
F.IF.1 F.IF.2 F.IF.5 F.IF.7 A.REI.10	4. Graph functions given limited and unlimited domains. Understand the connections among function rules, tables and graphs.	Section 3.4 technology Lab Holt Chapter 3 Performance Task	Multistep test prep p. 194 Ready to go on quiz p. 195 Intervention: Success for all learners 3.4 Ready to go on interventions in Teacher's Ed p. 195
F.IF.7B	5. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Chapter 4 Extension p. 310 Teacher generated Chapter 3 Review p. 214-216 Real world connections pp. 224-225 Holt Chapter 3 Project	Teacher-generated performance assessment Reflection Questions Holt Chapter 3 Project Intervention: Teacher-generated reteach Chapter 3 Extra Practice
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them.	Unit 3A : LINEAR FUNCTIONS (1week) Interpret functions that arise in applications in terms of the context. Analyze functions using different representations Construct and compare linear and exponential	Concepts Rate of change Constant additive change Slope x-intercept y-intercept slope-intercept form	

<p>2. Reason abstractly and quantitatively.</p>	<p>models and solve problems Interpret expressions for functions in terms of the situation they model Essential Questions What is a linear function? What are the different ways that linear functions may be represented? What is the significance of a linear function's slope and y-intercept? How may linear functions model real world situations? How may linear functions help us analyze real world situations and solve practical problems?</p>	<p>point-slope form standard form velocity Skills Interpret (slope as rate of change) Determine (whether function is linear) Find (equation of a line) Rearrange (equation of a line into a different form) Model (linear function) Graph (linear function) Find (slopes of parallel and perpendicular lines) Interpret (parameters of linear function) Text 4.1-4.2</p>	
	<p>Pre-chapter 4 assessment</p>	<p>Reading & writing math p. 229</p>	<p>Are you ready p. 237 Intervention: Are you ready interventions TE p. 237</p>
<p>A.REI.10 F.IF.5 F.IF.7 A.CED.2 F.LE.2</p>	<p>1. Identify Linear functions Write and use the standard form of a linear function. Graph a linear function, state the domain & range.</p>	<p>4.1 Exploration Guided practice Problem Solving practice</p>	<p>4.1 Lesson quiz Intervention Reading Strategies Holt Example Videos</p>
<p>F.IF.7 A.CED.2 A.CED.3 F.IF.2s F.IF.4 F.IF.5</p>	<p>2. Find and interpret x- and y-intercepts. Graph lines via the x-and y-intercept.</p>	<p>4.2 Exploration Guided practice Problem Solving practice</p>	<p>4.2 Lesson Quiz Intervention Holt Example Videos Success for every learner</p>
<p>END OF QUARTER 1</p>			<p>Cumulative test</p>

• **November/December**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<p><i>Emphasized Mathematical Practices</i></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p>	<p>Unit 3B : LINEAR FUNCTIONS (cont.) (5weeks)</p> <p>Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Construct and compare linear and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.</p> <p>Essential Questions What is a linear function? What are the different ways that linear functions may be represented? What is the significance of a linear function's slope and y-intercept? How may linear functions model real world situations? How may linear functions help us analyze real world situations and solve practical problems?</p>	<p>Concepts Rate of change Constant additive change Slope x-intercept y-intercept slope-intercept form point-slope form standard form velocity</p> <p>Skills Determine (whether or not a relation is a function) Determine (range and domain of a function) Model (a real world situation with a function) Evaluate (a function) Represent a function (with table, graph, equation, mapping diagram)</p> <p>Text Chapter 4.1-4.6</p>	
F.IF.6	<p>3. Find the rate of change and slope. Relate slope as a constant rate of change.</p>	<p>Guided practice Multi-step test prep p. 250 "Bike Tour" activity Algebra lab pp. 252-253</p>	<p>4.3 lesson Quiz</p> <p>Intervention: Holt Interactivity 4.3 alternate assessment in TE p. 251</p>

F.IF.6	4. Find slope from 2 points, tables and graphs by using the slope formula.	4.4 exploration Guided practice Multi-step test prep p. 266	Ready to go on quiz 4.1-4.4 p.267 CAPT Formative Assessment: Slope and rate of change Intervention: Ready to go on interventions in Teacher's ed. p. 267 Holt Example Videos Khan Academy videos
A.CED.2 F.LE.2 A.CED.3 F.IF.6 F.IF.7 F.BF.1	5. Write and graph linear functions via the slope-intercept form.	4.6 Exploration Guided practice Multi-step test prep p. 273	4.6 lesson quiz Intervention: Holt Interactivity Reading Strategies 4.6 Holt lesson videos
A.CED.2 F.LE.2 A.CED.3 F.IF.7 F.BF.1	6. Write and graph linear functions via the point-slope form. Write a linear equation and find the intercepts given 2 points.	Exploration 4-7 Technology lab Guided practice Multi-step test prep p. 281	4.7 Lesson Quiz Intervention: Success for every learner 4.7 Alternate assessment TE p. 282
A.CED.2 F.LE.2 A.CED.3 F.IF.7 F.BF.1	7. Write a linear function in different but equivalent forms.	TEACHER GENERATED	Lesson quiz Intervention: Reteach Quiz re-take
F.BF.3	8. Describe how changing the slope and y-intercept affects the graph of a linear function.	Reading Strategies Guided practice Reteach 4-10 4-10 Technology Lab Chapter 4 Review pp. 314-315 Chapter 4 Project	Ready to go on quiz 4.6,4.7,4.9,4.10 p. 309 Intervention: Holt lesson videos Success for every learner 4.10 Ready to go on interventions in Teacher's Ed. p. 309

			Reflection Questions UNIT 4 TEST Performance Task Intervention: Chapter 4 Extra Practice
<i>Emphasized Mathematical Practices</i> 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically.	Unit 4: SCATTER PLOTS & TREND LINES (2 weeks) Analyze functions using different representations. Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models. Essential Questions How do we make predictions and informed decisions based on current numerical information? What are the advantages and disadvantages of analyzing data by hand versus by using technology? What is the potential impact of making a decision from data that contains one or more outliers?	Concepts Outlier Scatter plot Trend line Line of best fit Correlation Correlation coefficient Causation Interpolation Extrapolation Piecewise linear function Skills Fit (trend line to scatter plot) Use technology to find the line of best fit and correlation coefficient) Interpret (correlation) Predict (using interpolation, extrapolation) Identify (outliers) Evaluate (piecewise function) Text Chapters 3.5, 4.7-4.8	
S.ID.6 NQ.1	1. Represent data on two quantitative variables on a scatter plot, and describe how	3.5 Exploration 3.5 technology Lab	3.5 Lesson Quiz CAPT Formative Assessment: Linear

	the variables are related. Interpret a trend lines.	Guided practice 3.5 Data Analysis Activity p. 205	Functions Interventions: Holt Ch. 3 Interactive Tutorial
A.CED.2 F.LE.2 A.CED.3 F.IF.7 F.BF.1	2. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Text p. 284 4.7 Data Analysis Activity	4.7 Data Analysis Activity Intervention: Alternate assessment
S.ID.6 S.ID.6B S.ID.7 S.ID.8 S.ID.9	3. Find the line of best fit from given data. Compute (using technology) and interpret the correlation coefficient of a linear fit.	Text p. 288 4.8 exploration Guided practice Holt Chapter 4 Project	Ch. 4 Performance Assessment Reflection Questions Performance Task Intervention: Chapter 4.8: Extra Practice Application extra practice

- **January**

	Concepts/Essential Questions	Activities/Skills	Assessments
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them. 5. Use appropriate	<i>Unit 5: SYSTEMS OF LINEAR EQUATIONS</i> (3 weeks) Create equations that describe numbers or relationships. Solve systems of equations. Represent and solve equations and inequalities graphically. Essential Questions What does the number of solutions (none, one	Concepts Systems of linear equations Solution to a system of linear equations Graphing method Substitution method Elimination method Addition property of equality Multiplication property of equality Transitive property of equality	Pre-chapter 5 assessment Reading & writing math p. 327 Are you ready p. 325 Intervention: Are you ready interventions in Teacher's Ed. p. 325

tools strategically.	or infinite) of a system of linear equations represent? What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?	Skills Solve (systems using graphs) Solve (systems using algebraic methods) Model (with systems of linear equations) Interpret (solution of systems of linear equations) Text Chapter 5	
	<i>Pre-chapter 5 assessment</i>	Reading and writing math p. 327	Are you ready p. 325 Intervention Are you ready interventions TE p. 325
A.REI.6 A.REI.11 A.CED.2 A.CED.3	1. Identify solutions of systems of two linear equations. Solve a system of two linear equations by graphing.	Guided Practice Multi-step test prep p. 332 Holt Ch. 5 Performance assessment	5.1 Lesson quiz Intervention: Holt interactivity Holt lesson videos
A.REI.6 A.CED.3	2. Solve a system of equations using the Substitution Method.	5.2 Exploration Guided Practice	5.2 Lesson quiz Intervention: Success for every learner 5.2 Holt video Khan academy
A.REI.5 A.REI.6 A.CED.3	3. Solve a system of equations using the Elimination Method.	Exploration Guided Practice	5.3 Lesson quiz Intervention: Success for every learner 5.3 Holt video Khan academy
A.REI.6 A.CED.2	4. Choose the best method for solving a system of equations.	Create a graphic organizer of solution methods p. 346	Alternate assessment activity TE p. 349

A.CED.3		Chapter review pp. 376-379 Real-world connections pp. 386-387	CAPT Formative Assessment: Systems of Equations Intervention: Alternate assessment activity Teacher's Ed. p. 349 Unit 5 Reflection questions CHAPTER 5 TEST Intervention: Chapter 5: Extra Practice
End of quarter 2			MIDTERM EXAM

- **February/March**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 6. Attend to precision. 8. Look for and express regularity in repeated	Unit 6 : PATTERNS and EXPONENTIAL FUNCTIONS (5 weeks) Understand the concept of a function and use function notation. Build a function that models a relationship between two quantities. Extend the properties of exponents to rational exponents. Interpret the structure of expressions. Write expressions in equivalent forms to solve problems. Analyze functions using different representations. Build a function that models a relationship between two quantities.	Concepts Recursive rule Explicit rule Arithmetic sequence Geometric sequence Exponential Function Exponential Growth Exponential Decay Growth Factor Half life Compound Interest Asymptote Laws of Exponents Skills Find (specific term)	

reasoning.	<p>Construct and compare linear and exponential models and solve problems.</p> <p>Interpret expressions for functions in terms of the situation they model.</p> <p>Essential Questions</p> <p>What is a sequence?</p> <p>How can patterns be represented?</p> <p>What are the advantages and disadvantages of a recursive rule compared to an explicit rule?</p> <p>What characterizes exponential growth and decay?</p> <p>What are real world models of exponential growth and decay?</p> <p>What are the limitations of exponential growth models?</p> <p>How can one differentiate an exponential model from a linear model given a real world data set?</p>	<p>Write (recursive rule)</p> <p>Write (explicit rule)</p> <p>Draw (next in sequence)</p> <p>Predict (nth term)</p> <p>Text Chapters 3.6, 6.1-6.2, 9.1-9.5</p>	
	Pre-unit introduction	Focus on problem-solving TE p. CC61	
F.IF.3 F.BF.2 F.LE.2	1. Recognize, extend and apply arithmetic sequences.	<p>Section 3.6 exploration</p> <p>Guided practice</p> <p>Multi-step test prep p. 210</p> <p>Problem-solving practice</p>	<p>3.6 Ready To Go On</p> <p>Intervention: Ready to Go On Interventions in TE</p> <p>Reading strategies 3.6</p> <p>Holt lesson videos</p>
F.IF.3 F.BF.2 F.LE.2	2. Recognize, extend and apply geometric sequences.	<p>9.1 exploration</p> <p>Guided practice</p> <p>Multi-step test prep p. 622</p> <p>Problem-solving practice</p>	<p>9.1 Ready to go on p. 633</p> <p>CAPT FA: Patterns & sequences</p> <p>Intervention: interventions in TE p. 633</p>

			Reading strategies 9.1 Holt lesson videos
	CH 6 & 9 Pre-chapter assessment Selected problems	Reading & writing math p. 391	Are you ready? p. 389 #1-17, Are your ready? p. 615 # 1-25 Intervention: Are you ready interventions in TE p. 389, TE p. 615
N.RN.1	3. Evaluate and simplify expressions containing zero and negative exponents.	6.1 exploration Guided practice	6.1 lesson quiz Intervention: Holt lesson videos
FIF.7e F.LE.1 F.IF.4 F.IF.8 A.REI.10	4. Evaluate and identify exponential functions. Graph an exponential function by creating a table of values	9.2 exploration Guided practice Multi-step test prep p. 629 Connected Math: "Cooling off coffee"	9.2 lesson quiz 9.2 Ready to go on p. 633 Intervention: Reteach Holt lesson videos 9.2 Ready to Go On Interventions in TE p. 633
F.LE.2	5. Solve problems involving exponential growth and decay.	9.3 exploration 9.3 Algebra Lab p. 634 Connected Math: "Studying snake & lizard populations, medicine, cooling water"	9.3 lesson quiz Multi-step test prep p. 641 Alternative assessment TE p. 642 Intervention: Reading Strategies 9.3 Holt lesson videos Holt interactivity
F.LE.1 F.LEE.2 A.CED.2 F.IF.4 F.IF.7 F.BF.1	6. Compare and contrast linear, quadratic and exponential functions graphically.	Guided practice Multi-step test prep p. 654	9.4 lesson quiz CAPT F.A.: Exponential Functions Intervention: Reading strategies Holt lesson videos
F.IF.6	7. Compare linear and nonlinear rates of	9.4 extension activities	9.5 lesson quiz

<p>F.IF.9 F.LE.3</p>	<p>change and functions. Estimate and compare rates of change.</p>	<p>9.5 exploration guided practice Chapter 6.1/6.2 review pp. 442-443 Chapter 9 review pp. 670-673 Chapter 9 project</p>	<p>Ready to go on quiz p. 669 Multi-step test prep p. 668</p> <p>Intervention: Reteach Holt lesson videos Ready to go on interventions TE p. 669</p> <p>Reflection Questions Chapter 9 test</p> <p>Intervention: Chapter 9 Extra Practice Application extra practice</p>
<p><i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.</p>	<p>Unit 7A: POLYNOMIALS (4 weeks) Use properties of rational and irrational numbers. Perform arithmetic operations on polynomials. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Essential Questions How can an understanding of polynomials help in understanding quadratic functions and equations?</p>	<p>Concepts Monomial Binomial Trinomial Polynomial Skills Solve (problems arising from quadratic models) Expand (product of two binomials)</p> <p>Text Chapters 6.3-6.6</p>	
	<p>CH 6 Pre-chapter assessment Selected problems</p>	<p>Reading and writing math p. 391</p>	<p>Are you ready p. 389 #18-32</p> <p>Intervention: Are you ready interventions TE p. 389</p>

A.SSE.1a	1. Write and evaluate polynomials.	Guided practice	6.3 lesson quiz Intervention: Are you ready interventions in TE p. 389
A.APR.1	2. Add and subtract polynomials.	Guided practice	6.4 lesson quiz
A.APR.1	3 A. Multiply monomials.	Guided practice	Lesson quiz Intervention: Are you ready skills 7 and 8
A.APR.1	3 B. Multiply polynomials. Solve polynomial problems.	Guided practice Multi-step test prep p. 428, 439, 440 Chapter 6.3/6.6 review pp. 443-445 Test tackler p. 512-513 Chapter 6 Project (Activity 2)	6.5/6.6 Lesson quiz Ready to go on quiz p. 441 Polynomials quiz Intervention: Holt interactivity Ready to go on interventions TE p. 441 Reflection Questions Unit 7a Test Intervention: Chapter 6.3-6.6 Extra Practice
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in	Unit 7B: FACTORING (4 weeks) Use properties of rational and irrational numbers. Perform arithmetic operations on polynomials Interpret functions that arise in applications in terms of the context	Concepts Monomial Binomial Trinomial Factored form Greatest Common Factor	

<p>solving them. 2. Reason abstractly and quantitatively.</p>	<p>Analyze functions using different representations Essential Questions How can an understanding of polynomials help in understanding quadratic functions and equations?</p>	<p>Perfect square trinomial Difference of two squares Skills Solve (problems arising from quadratic models) Factor (quadratic trinomial) Factor(special products) Factor(polynomial) Text Chapter 7.1-7.5</p>	
	<p>CH 7 Pre-chapter assessment</p>	<p>Reading & writing math p. 455</p>	<p>Are you ready p. 453 # 1-21 Are you ready interventions TE p. 453</p>
<p>A.SSE.2</p>	<p>5. Find the GCF of monomials. Factor polynomials via the greatest common factor.</p>	<p>Guided practice 7.2 exploration Multi-step test prep p. 468</p>	<p>7.1/7.2 lesson quiz Intervention: 7.1/7.2 reading strategies Reteach Holt lesson videos Khan academy</p>
<p>A.SSE.2</p>	<p>6. Factor quadratic trinomials where $a = 1$.</p>	<p>7.3 exploration Guided practice Multi-test prep p. 477 Multi-test prep p. 485 7.4 Technology Lab p. 487 Multi-test prep p. 488</p>	<p>7.3 lesson quiz Ready to go on quiz p. 489 #1-26 Intervention: 7.3 reading strategies Holt interactivity Ready to go on interventions in TE p. 489 Khan academy</p>
<p>A.SSE.2</p>	<p>7. Factor special products. Choose an appropriate method for factoring.</p>	<p>7.5 exploration Guided practice Multi-test prep p. 495</p>	<p>7.5 lesson quiz Ready to go on quiz p. 505 Multi-step test prep p. 504</p>

		Reaching all learners activity TE p. 499 Chapter 7 review pp. 507-509 Test tackler p. 512-513 Chapter 7 Project (Activity 2 for each)	Intervention: 7.5 Reading strategies Holt interactivity Ready to go on interventions TE p. 505 Khan academy Reflection Questions, Unit test Intervention: Chapter Ch. 7 Extra Practice
	End of Quarter 3		

- **April/May**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.	Unit 8 : INTRODUCTION TO QUADRATIC FUNCTIONS & EQUATIONS (4 weeks) Use properties of rational and irrational numbers. Write expressions in equivalent forms to solve problems. Solve equations and inequalities in one variable. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations.	Concepts Quadratic Function Quadratic Equation Quadratic Formula Parabola Factored form Vertex form Standard form Square Root Property Zero Product Property Completing the Square Vertex	

	<p>Essential Questions</p> <p>What features distinguish the graph of a quadratic function from other graphs? How can an understanding of polynomials help in understanding quadratic functions and equations? What are the advantages and disadvantages of different forms of the quadratic function and different methods for solving quadratic equations?</p>	<p>Line of Symmetry First and Second Differences</p> <p>Skills</p> <p>Graph (quadratic functions) Find (line of symmetry, vertex) Solve (quadratic equation) Model (with quadratic functions) Solve (problems arising from quadratic models) Expand (product of two binomials) Factor (quadratic trinomial) Use (quadratic formula)</p> <p>Text Chapter 8.1-8.3, 8.5-8.6,8.9</p>	
F.IF.7 A.REI.10	<p>1. Identify quadratic functions, including whether they have a maximum or minimum.</p> <p>Graph quadratic functions from a table of values and find the domain and range of the function.</p>	<p>8.1 exploration Reaching all learners TE p. 523 Guided practice Multi-step test prep p. 528</p>	<p>8.1 lesson quiz</p> <p>Intervention: 8.1 reading strategies Holt lesson videos Success for every learner</p>
F.IF.7 F.IF.8 F.IF.4	<p>2. Find the zero's, axis of symmetry and vertex of a parabola.</p>	<p>8.2 Algebra Lab p. 530 Guided practice Multi-step test prep p. 537</p>	<p>8.2 lesson quiz</p> <p>Intervention: 8.2 Reteach Holt lesson videos Success for every learner</p>
F.IF.7 F.IF.4 F.IF.8	<p>3. Graph a quadratic function given in standard form.</p> <p>Interpret and solve a quadratic function in context.</p>	<p>8.3 exploration Reaching all learners activity TE p. 539 Multi-step test prep p. 542</p>	<p>8.3 lesson quiz</p> <p>Intervention: 8.3 Reteach Holt lesson videos Success for every learner</p>

A.REI.11 A.REI.4 F.IF.7 F.IF.4	4. Solve quadratic equations by graphing.	8.5 exploration Guided practice 8.5 Technology Lab p. 560-561 Multi-step test prep p. 558	8.5 lesson quiz Intervention: 8.5 Reteach Holt lesson videos Success for every learner
A.REI.4b A.SSE.3	5. Solve quadratic equations by factoring.	8.6 exploration Guided practice Multi-step test prep p. 566	8.6 lesson quiz Intervention: 8.6 Reading Strategies Holt lesson videos Success for every learner
A.REI.4b	6. Solve quadratic equations by using the quadratic formula. Use the discriminant to find the number of solutions of a quadratic equation.	8.9 Reading strategies Think & discuss p. 587 Multi-step test prep p. 580 8.8 exploration Chapter 8.1-8.9 review pp. 604-607 Select problems Test tackler p. 512-513 Chapter 8 Performance assessment	8.9 lesson quiz Ready to go on quiz p. 599 Multi-step test prep p. 598 Intervention: Holt lesson videos Ready to go on intervention in TE p. 599 Holt interactivity Reflection Questions Unit 8 test Intervention: Chapter 8.1-8.9 Extra Practice select problems
<i>Emphasized Mathematical Practices</i> 1. Make sense of problems and persevere in solving them.	Unit 9: LINEAR INEQUALITIES (3weeks) Reason quantitatively and use units to solve problems. Interpret the structure of expressions. Create inequalities that describe numbers or relationships. Understand solving inequalities as a process of reasoning and explain the reasoning.	Concepts Order of operations Expression vs. equation Inequality Associative property Commutative property Distributive property Inverse operation	

<p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p>	<p>Solve inequalities in one variable.</p> <p>Essential Questions</p> <p>What is an inequality?</p> <p>How can we use linear inequalities to solve real world problems?</p> <p>What is a solution set for a linear inequality?</p> <p>How can models and technology aid in the solving linear inequalities?</p>	<p>Skills</p> <p>Model (with linear inequalities)</p> <p>Solve (linear inequalities)</p> <p>Simplify (expression)</p> <p>Use (algebraic properties)</p> <p>Text Chapter 2</p>	
	<p>Pre-chapter 2 assessment</p>	<p>Reading and writing math p. 99</p>	<p>Are you ready p. 87</p> <p>Intervention: Are you ready interventions in TE p. 87</p>
<p>A.REI.3</p>	<p>1. Graph and write inequalities.</p>	<p>2.1 Exploration</p> <p>Guided Practice</p> <p>Problem Solving practice</p>	<p>2.1 Lesson Quiz</p> <p>Intervention: Reading Strategies 2.1</p> <p>Holt Interactivity</p>
<p>A.REI.3</p> <p>A.CED.1</p>	<p>2. Write and solve problems with one-step inequalities.</p>	<p>2.2 /2.3 exploration</p> <p>Guided Practice</p> <p>Multi-step test prep pp. 110,116</p>	<p>Multi-step test prep p. 118</p> <p>Ready to go on quiz 2.1-2.3 p. 119</p> <p>Intervention: Reteach</p> <p>Holt Lesson videos</p>
<p>A.REI.3</p> <p>A.CED.1</p>	<p>3. Write and solve problems with 2-step and multi-step inequalities.</p>	<p>Guided Practice</p> <p>Multi-step test prep p. 124</p>	<p>Section 2.4 Alternate assessment in TE p.125</p> <p>Intervention: Reteach</p> <p>Reading Strategies 2.4</p>
<p>A.REI.3</p> <p>A.CED.1</p>	<p>4. Write and solve problems with inequalities containing variables on both sides.</p>	<p>Calculator Exploration</p> <p>Guided Practice</p>	<p>2.5 Lesson Quiz</p> <p>Intervention: Reading Strategies 2.5</p> <p>Reteach</p>

			Holt Lesson videos
A.REI.3	5. Write & solve compound inequalities.	Calculator Exploration Guided Practice Reteach Holt Ch2 Performance Assessment Chapter 2 review p. 150-151 Chapter 2 Project	Ready to go on quiz p. 149 Holt Ch2 Performance Assessment Intervention: Ready to go on interventions p. 149 Reflection Questions Chapter 2 TEST Intervention: Chapter 2 Extra Practice

- **May/June**

CCSS	Concepts/Essential Questions	Activities/Skills	Assessments
<i>Emphasized Mathematical Practices</i> 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools	Unit 10 : DATA ANALYSIS (2 weeks) Essential Questions How do we make predictions and informed decisions based on current numerical information? What are the advantages and disadvantages of analyzing data by hand versus by using technology?	Concepts Measures of central tendency (mean, median, mode) Measures of spread (range, interquartile range, standard deviation) Histogram Box plot Skills <i>Calculate (mean, median, mode, interquartile range)</i> Use technology to find standard deviation, Interpret (correlation) Predict (using interpolation, extrapolation)	

strategically.		Text Chapter 10.1-10.4	
	CH 10 Pre-chapter assessment	Reading & writing math p. 683	Are you ready p. 681 Intervention Are you ready interventions TE p. 681
S.ID.1	1A. Organize data using tables and graphs. Choose or create an appropriate data display.	10.1 exploration Reaching all learners activity TE p. 687 Guided practice Problem-solving practice Multi-step test prep p. 693	10.1 lesson quiz
S.ID.1	1B. Interpret and create bar and circle graphs. Choose the appropriate data display.	Connecting Algebra to Data Analysis pp. 684-685 Guided practice	Close/Assess, TE p. 685 Intervention: Reteach teacher generated
S.ID.1	2. Create stem-and-leaf plots. Create frequency tables and histograms.	10.2 exploration Think & discuss p. 697 Guided practice Problem-solving practice Multi-step test prep p. 700	10.2 lesson quiz Intervention: 10.2 reading strategies
S.ID.2	3. Describe the central tendency of a data set. Create and interpret box-and-whisker plots. Use technology to create data graphs.	10.3 exploration Guided practice Problem-solving practice Multi-step test prep p. 708 10.3 Technology Lab pp. 714-715	10.3 lesson quiz CAPT F.A.: Statistics Intervention: 10.3 reteach 10.3 reading strategies
S.ID.6	4. Recognize misleading graphs and statistics.	10.4 exploration Guided practice Multi-step test prep p. 719 Chapter 10.1-10.4 review pp. 752-754	Alternative Assessment TE p. 721 Multi-step test prep p. 724 Ready to go on quiz p. 525 Intervention: 10.4 reteach 10.4 reading strategies Holt interactivity

		Chapter 10 Project, Activity 1	Ready to go on interventions TE p. 525 Reflection Questions Chapter 10 Project, Activity 1 Intervention: Chapter 10.1-10.4 Extra Practice
End of quarter 4			FINAL EXAM

IV. Learning Activities -- What instructional activities will help students grasp the concepts and instructional outcomes expected in each unit?

Sample signature activities used by the team and indicated within the pacing guide are enclosed with this document. Others are on Ms. dos Santos' Moodle site accessible by any of the teachers teaching Algebra I and administration.

V. Assessments --How will students' understanding of the concepts and skills taught in this course be assessed in each unit?

Sample signature activities used by the team and indicated within the pacing guide are enclosed with this document. Others are on Ms. dos Santos' Moodle site accessible by any of the teachers teaching Algebra I and administration.

VI. Resources

Common Core State Standards and Common Core Mathematical Practices Standards
Holt Algebra I Common Core Edition ©2012 text and supplementary materials, ©2012 supplementary materials
"Green Globbs" computer program
CAPT released items
Connecticut Curriculum Design Unit Planning Organizer Algebra I (draft 2012)

Bethel Public Schools

French 21 Curriculum 2012

I. Alignment to ACTFL and College and Career Readiness Standards

Goals: At the end of French 21, we expect students to demonstrate the following skills:

Communication: (ACTFL standards 1.1, 1.2, 1.3) (Novice-High ACTFL Proficiency level)

A. Speaking:

- To participate in short simple conversations of 3-5 minutes in length dealing with familiar topics primarily in the present and more haltingly in the past
- To make statements by using primarily short memorized phrases or simple sentences but occasionally expanding these through recombination of their elements and showing some signs of spontaneity
- To ask questions involving learned materials
- To demonstrate some accuracy in pronunciation and intonation when presenting familiar material
- To demonstrate confidence and willingness to take risks while speaking in French

B. Listening:

- To understand short simple phrases and some sentence-length statements, simple questions, and high-frequency commands within highly predictable and familiar contexts

C. Writing:

- To produce limited practical writing such as short messages and paragraphs, postcard, and notes by recombining some learned vocabulary and structures using correct accents, punctuation, and spelling

D. Reading:

- To read messages, phrases, instructions, and beginning level stories where the vocabulary and grammatical structures are familiar

Culture: (ACTFL standards 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2)

- To demonstrate a broader and deeper understanding of France and other French-speaking countries and cultures through the study of the geography, regional characteristics, and customs of these countries and peoples. The study of these cultures includes participation in cultural activities, short presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness:

- To show increasing meta-linguistic awareness of the nature of language and its grammatical structures through the inherent comparison of English and French and exposure to a greater variety of grammatical structures and constructs (ACTFL standard 4.1)

STANDARDS FOR FOREIGN LANGUAGE LEARNING**COMMUNICATION: Communicate in Languages Other Than English**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the

authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

II. What are the most important things that will be covered in French 21:

1. Review and expansion of basic topics from French 1B or French 12, such as basic greetings and introductions, the present tense (with the addition of many verbs), interrogatives, the near future, subject pronouns (stressed and unstressed), demonstrative and interrogative adjectives, possessive adjectives, definite / indefinite articles, and imperatives
2. Basic information about self and others including professions
3. Extensive family vocabulary
4. Self-description and adjectives, both regular and irregular
5. Expressions with *être*, *avoir*, and *faire*
6. Review of near future and introduction of recent past
7. Narration of past events, both habitual and definite
8. Expressions of time, quantity, and frequency
9. Weekend and leisure activities
10. Foods, shopping for food, menus, and restaurant protocol vocabulary
11. Hobbies, entertainment, and pastimes
12. Writing a letter/postcard/e-mail
13. Sports, health, fitness, and personal hygiene
14. Expression of opinion, advice, and preferences
15. Daily routines and chores
16. Parts of the body
17. House and residence vocabulary
18. Clothing and accessories, shopping for clothing, description of clothing, style, and preferences
19. Comparatives and superlatives
20. Grammatical structures:
Conjugation of *passé composé* with *avoir* and *être* (regular and irregular verbs) in the affirmative, interrogative, and negative; verbs conjugated with *être*; contrastive uses of definite, indefinite and partitive articles; direct and indirect object pronouns and their position in affirmative, negative, imperative and infinitive constructions; double object pronouns; verbs with indirect object pronouns; *savoir/connaitre*; reflexive verbs and pronouns in the indicative, imperative, interrogative, and with infinitives; uses of *en* and *y*; relative pronouns *qui* and *que*; the imperfect tense; contrast between the imperfect and preterite; adverbs with *ment*, interrogative pronoun *lequel/laquelle*; demonstrative pronoun *celui/celle*
22. Cultural units include the study of French-speaking countries in Europe and outside of Europe
23. Cultural Video series: Discovering French program and *Les Correspondantes*
24. Additional readings, two novels: Blain Ray, *Le voyage de sa vie*, *Le voyage perdu*

III. Pacing Guide:

August/September/October (MP #1)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Formative/Summ.)	STANDARDS
<p>Preliminary Unit (8 days) Essential Question: <i>How does French language, structure, and communication differ from English?</i></p> <p>Accelerated Review</p> <ul style="list-style-type: none"> • Present tense (Regular Verbs) • Present tense (Irregular Verbs) • Adjectives • Interrogative forms of verb • Imperative <p>Unit 1: <i>Qui suis-je?</i> ((14 days) Essential Questions: <i>How do you describe the diversity of the French people? How do the French describe themselves and others?</i></p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • People of France • Presenting oneself, friends, family • Professions <p>Lesson 2:</p> <ul style="list-style-type: none"> • Expressions with <i>être</i> • <i>La personnalité</i>, les adjectives • <i>Le copain idéal</i> <p>Lesson 3:</p> <ul style="list-style-type: none"> • Expressions with <i>avoir & faire</i> • The inverted questions 	<ul style="list-style-type: none"> • Correctly use the present tense • Use adjectives to describe • Ask basic questions • Correctly use the imperative <ul style="list-style-type: none"> • Gain awareness about diversity in France • Introduce oneself/others <ul style="list-style-type: none"> • Use correctly the verb <i>être</i> • Describe looks/personality • Describe the ideal friend <ul style="list-style-type: none"> • Use correctly <i>avoir</i> and <i>faire</i> 	<ul style="list-style-type: none"> • -er verbs (regular) • -ir verbs (regular) • -re verbs (regular) • Activity with major irregular verbs <ul style="list-style-type: none"> • Activity 3, pg. 33 <p>Pre-AP: Writing Prompts</p> <ul style="list-style-type: none"> • Describe your town • Describe your family <ul style="list-style-type: none"> • Activity 3, page 45 • Activity 4, page 47 • Activity 5, page 47 <ul style="list-style-type: none"> • Activity 7, page 59 	<p>Pre-AP: Baseline Testing</p> <p>Quiz, Regular verbs Quiz, Irregular verbs</p> <p>Preliminary Unit Test</p> <p>Pre-AP Written/Oral <i>Create a poster with visuals and writings. Orally present to class. How do you imagine your ideal friend?</i></p> <ul style="list-style-type: none"> • Quiz: Verbs <i>avoir & faire</i> • Quiz on use of 	<p>ACTFL: 1.1, 1.2, 1.3</p> <p>CCR: R 1, 3, SL 3 L3, W3</p> <p>ACTFL: 3.1, 4.1</p> <p>CCR: L 1, 2,</p> <p>ACTFL: 1.1, 1.2</p> <p>CCR: W 3, L 1, 2, 3 R 1</p> <p>ACTFL: 1.3, 1.1, 3.1</p> <p>CCR: SL4, L2, W2</p> <p>ACTFL: 1.2, 4.1</p> <p>CCR:</p>

<p>Lesson 4:</p> <ul style="list-style-type: none"> • Salutations (American vs. French) • Verb <i>aller</i> and <i>le futur proche</i> • Verb <i>venir</i> and <i>le passé récent</i> <p>Video Scenes 1-4 Cultural Topic: <i>Le monde francophone</i></p> <p>Reader: <i>Voyage de sa vie</i> (Chapters 1-4)</p> <p>Unit 2: <i>Le week-end, enfin</i> (8 days+) Essential Question for Unit 2: <i>What do French teens do on weekends as compared to the American teens? What are their leisure activities compared to ours?</i></p> <p>Lesson 5</p> <ul style="list-style-type: none"> • Cultural Topic: Week-end in France • Week-end activities at home (city) • Week-end activities in the country <p>Lesson 6</p> <ul style="list-style-type: none"> • <i>Passé Composé</i> with <i>avoir</i> • Sequence of events in the past • <i>Forme négative/interrogative</i> • Verbs <i>prendre</i> and <i>mettre</i> 	<ul style="list-style-type: none"> • Express need/feelings • Use inverted questions <ul style="list-style-type: none"> • Gain awareness about cultural differences • Use correctly <i>le futur proche</i> • Use correctly <i>le passé récent</i> <p>Listening/Comprehension skills Learn about France and its diversity</p> <p>Reading/Comprehension skills</p> <ul style="list-style-type: none"> • Talk about the “French” week-end • Talk about leisure activities • Describe a day in the countryside <p>Cultural awareness: Teens and family</p> <ul style="list-style-type: none"> • Talk about past time events • Use correctly <i>le passé composé</i> • Use correctly <i>prendre & mettre</i> 	<ul style="list-style-type: none"> • Activity 8, page 60 <ul style="list-style-type: none"> • Activity 1, 2, page 67 • Activity 4, page 67 • Activity 7, page 69 <p>Answer comprehension questions on video</p> <p>Answer comprehension questions on reading</p> <p>Pre-AP Oral <i>Compare and contrast the francophone world with ours.</i></p> <p>Pre-AP: Discussion <i>Start discussion based on Note Culturelle, page 107</i></p> <p>Activity 4, page 107</p> <p>Pre-AP: Discussion <i>French Teens vs. USA Teens</i></p> <ul style="list-style-type: none"> • Activity 4, page 112 • Activity 8, page 114 • Activity 11, page 115 	<p>inverted questions</p> <ul style="list-style-type: none"> • Quiz on verb <i>aller</i> • Quiz on verb <i>venir</i> <p>Quiz: Chapters 1-4</p> <p>Unit 1 Test</p> <p>Quiz on <i>passé composé</i> Another quiz on <i>passé composé</i></p> <p>Quiz on verbs <i>prendre, mettre</i></p>	<p>L1, L2</p> <p>ACTFL: 1.1, 1.3</p> <p>CCR: SL1, SL2</p> <p>ACTFL: 1.1</p> <p>CCR: W5</p> <p>ACTFL: 2.1, 4.2</p> <p>CCR: SL4</p> <p>ACTFL: 2.1, 2.2</p> <p>CCR: SL4</p> <p>ACTFL: 1.2</p> <p>CCR: L3</p>
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November/December/January (MP #2)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Formative/Summ.)	STANDARDS
<p>Unit 2 (Continued): (+ 6 days)</p> <p>Lesson 7</p> <ul style="list-style-type: none"> • <i>Passé Composé</i> with <i>être</i> • Time expression (Vocabulary) <p>Lesson 8</p> <ul style="list-style-type: none"> • Verb <i>aller</i> in <i>passé composé</i> • Verbs <i>partir, sortir</i> in <i>p. composé</i> • More verbs conjugated with <i>être</i> <p>Video Scenes: 5-8</p> <p>Unit 3: Bon appétit! (14 days) Essential Question for Unit 3 <i>What are the favorite food and drinks of the French? Why do they like these foods? How does food shopping in France compare/contrast with the U.S.?</i></p> <p>Lesson 9</p> <ul style="list-style-type: none"> • The meals, setting the table • Restaurant and ordering food • Food shopping vocabulary <p>Cultural Topic: French Cuisine</p> <p>Lesson 10</p> <ul style="list-style-type: none"> • At the superstore • Verbs <i>vouloir, pouvoir, devoir</i> • <i>L'article partitif</i> <p>Lesson 11</p> <ul style="list-style-type: none"> • More verbs: <i>boire, acheter, préférer</i> • Articles: Definite/Indefinite/Partitive 	<ul style="list-style-type: none"> • Express information about past events • Enrich vocabulary expressing time • Use correctly <i>p. composé</i> with <i>avoir</i> • Differentiate between verbs conjugated with <i>avoir</i> vs. <i>être</i> • Listening/Comprehension skills • Talk about food/drinks • Know how to order food • Enrich vocabulary on food • Be able to shop for food • Learn about regional food • Learn about shopping in France • Use correctly these verbs • Know how to talk about quantity • Use correctly stem changing verbs • Know when to use each article 	<ul style="list-style-type: none"> • Activity 2, page 122 • Activity 3, page 123 • Act. 7 and 8, pg 126 • Activity 1, page 132 • Activity 3, page 134 • Answer Comprehension Questions on video • Mini-dialogues: Order • Mini-dialogues: Shopping for food • Prepare food based on given recipe • Activity 5, page 169 • Activity 7, page 170 	<p>Quiz: <i>P. Composé w/avoir</i></p> <p>Quiz: <i>P. Composé w/être</i></p> <p>Unit 2 Test</p> <p>Quiz: Food vocabulary</p> <p>Quiz: Verbs <i>vouloir/pouvoir/devoir</i></p>	<p>ACTFL: 3.1, 3.2</p> <p>CCR: L 1, 3</p> <p>ACTFL: 3.1, 3.2</p> <p>CCR: L 1, 3,</p> <p>ACTFL: 1.2, 4.2</p> <p>CCR: SL1, 2</p> <p>ACTFL: 1.3</p> <p>CCR: SL1</p> <p>ACTFL: 3.1, 3.2</p> <p>CCR: L4</p> <p>ACTFL 3.1</p> <p>CCR: L1, 2</p>

January/February/March (MP #3)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Formative/Summ.)	STANDARDS
<p>Unit 4 (Continued): (+ 6 days)</p> <p>Lesson 15</p> <ul style="list-style-type: none"> • <i>Connaître</i> and <i>savoir</i> • Object pronouns: <i>le, la, les</i> <p>Lesson 16</p> <ul style="list-style-type: none"> • Verbs <i>savoir, dire, lire, écrire</i> • More on object pronouns <p>Reader: <i>Voyage Perdu</i> (Chapter 1-4)</p> <p>Video scenes: 15-16</p> <p>Culture: <i>Le monde francophone hors de l'Europe</i> DVD: <i>Les Correspondantes</i></p> <p>Unit 5: Vive le sport (14 days) Essential Question for Unit 5 <i>What sports do the French enjoy? How does that compare to our preferences?</i></p> <p>Lesson 17</p> <ul style="list-style-type: none"> • <i>Le sport en France</i> (Culture) • Sports vocabulary • Time expressions • Body parts and health <p>Lesson 18</p> <ul style="list-style-type: none"> • Expressions of frequency 	<ul style="list-style-type: none"> • Use correctly these two verbs • Use correctly these pronouns • Use correctly these verbs <p>Improve reading/comprehension</p> <p>Listening/comprehension skills</p> <p>Gain awareness of similarities/differences within francophone world</p> <ul style="list-style-type: none"> • Talk about sport in target language • Consolidate body parts vocab • Talk about health issues • Talk about things and frequency 	<p>Pre-AP: Discussion <i>Compare and contrast CD stores here and there.</i></p> <ul style="list-style-type: none"> • Activity 3, page 239 • Activity 5, page 241 <p>Answer questions on reading</p> <p>Answer comprehension questions on video</p> <ul style="list-style-type: none"> • Point out differences between the language in France and Canada. <ul style="list-style-type: none"> • Activity 4, <i>Jacques...</i>, pg. 277 • Activity 7, page 278 • Activity 3, page 283 	<p>Quiz on verbs <i>connaître & savoir</i></p> <p>Quiz on these verbs</p> <p>Quiz: Chapters 1-4 Questions)</p> <p>Unit 4 Test</p> <p>Quiz on sports vocabulary</p>	<p>ACTFL: 4.1</p> <p>CCR: SL2</p> <p>ACTFL: 4.1</p> <p>CCR: L1</p> <p>ACTFL: 4.1</p> <p>CCR: SL1</p> <p>ACTFL: 4.1 CCR: L1</p> <p>ACTFL: 1.2</p> <p>CCR: L1</p>

<ul style="list-style-type: none"> Expressing opinions in French Verb <i>croire</i> Use of <i>en</i> and <i>y</i> <p>Lesson 19</p> <ul style="list-style-type: none"> Reflexive verbs and the daily routine Personal care <p>Lesson 20</p> <ul style="list-style-type: none"> Imperative of reflexive verbs Past tense of reflexive verbs Infinitive of reflexive verbs <p>Video scenes: 17-20</p> <p>Unit 6: Chez nous (10 days +) Essential Question for Unit 6 <i>How do you describe French houses?</i> <i>How do they compare to ours?</i></p> <p>Lesson 21</p> <ul style="list-style-type: none"> Residence and house vocabulary <i>Les petites annonces</i> <p>Lesson 22</p> <ul style="list-style-type: none"> Verb <i>vivre</i> Relative pronouns: <i>qui</i> & <i>que</i> <p>Lesson 23:</p> <ul style="list-style-type: none"> Formation of the <i>imparfait</i> Use of the <i>imparfait</i> More frequency expressions <p>Video scenes: 21-23</p>	<ul style="list-style-type: none"> Correctly use verb <i>croire</i> Correctly use <i>en</i> and <i>y</i> <ul style="list-style-type: none"> Talk about daily activities Use correctly the reflexive verbs Talk about personal care <ul style="list-style-type: none"> Know how to use reflexive verbs in different situations and tenses. <p>Listening/comprehension skills</p> <ul style="list-style-type: none"> Tell where and how you live Be able to find an apartment Know how to form more complex sentences <ul style="list-style-type: none"> Talk about things in the past Talk about habitual & progressive events in the past <p>Listening/comprehension skills</p>	<ul style="list-style-type: none"> Activity 9, page 286 <ul style="list-style-type: none"> Activity 9, page 297 Activity 1, page 297 <p><i>La gymnastique du matin</i>, page 307</p> <p>Answer comprehension questions on video</p> <p>Pre-AP: Writing Prompts</p> <ul style="list-style-type: none"> <i>Write about your house</i> <i>Write about your room</i> <ul style="list-style-type: none"> Activity 4, page 332 Activity 6, page 333 <p>Pre-AP: Written Activity <i>Quand j'étais petit....</i></p> <p>Answer comprehension questions on video</p>	<p>Quiz on use of <i>en</i> and <i>y</i></p> <p>Unit 5 Test</p> <p>Project: <i>Prepare poster and present to class</i> <i>This is my house and my room</i></p> <p>Quiz on <i>imparfait</i></p> <p>Test on Imparfait</p>	<p>ACTFL: 4.1</p> <p>CCR: L1</p> <p>ACTFL: 4.1</p> <p>CCR: SL2</p> <p>ACTFL: 1.3</p> <p>CCR: SL4</p> <p>ACTFL: 4.1</p> <p>CCR: L1</p>
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April/May/June (MP #4)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Lesson 24</p> <ul style="list-style-type: none"> • More practice with the <i>imparfait</i> • <i>L'imparfait vs. le passé composé</i> <p>Reader: <i>Au voleur</i>, pages 356-357</p> <p>Movie: <i>Le Château de ma mere</i></p> <p>Unit 7: <i>La mode</i> (16 days) Essential Question for Unit 7 <i>Where do the French buy their clothes and how do they dress? How does that compare to the U.S.?</i></p> <p>Lesson 25</p> <ul style="list-style-type: none"> • Clothing Vocabulary • Description of clothes • Buying clothes, places to shop <p>Lesson 26</p> <ul style="list-style-type: none"> • Numbers (<i>cardinal/ordinal</i>) • Adjectives w/irregular changes • Adverbs ending in <i>-ment</i> 	<ul style="list-style-type: none"> • Gain better understanding of the use of the imperfect tense • Use the imperfect for description in the past • Use correctly <i>le passé composé</i> and <i>l'imparfait</i> in the same context • Reading comprehension skills • Listening/Comprehension skills <ul style="list-style-type: none"> • Talk about teens and clothing • Learn about buying clothes in France • Talk about differences and similarities between teens and clothing there and here • Use correctly the adjectives 	<ul style="list-style-type: none"> • <i>L'accident</i>, page 351 • Activity 2, page 352 <ul style="list-style-type: none"> • Identify tenses • Explain why the particular tenses are used <ul style="list-style-type: none"> • Activity 4, page 375 • Activity 7, page 376 • Mini-Dialogues • Store keeper/buyer, page 378 <ul style="list-style-type: none"> • Activity 3, page 383 • Activity 4, page 384 	<p>Quiz: <i>Imparfait vs. Passe composé</i></p> <p>Unit 6 Test</p> <p>Pre-AP: Writing Write about the main idea of the movie</p> <p>Quiz on clothing vocab</p>	<p>ACTFL: 4.1</p> <p>CCR: L1</p> <p>ACTFL: 3.2, 2.1</p> <p>CCR: W1</p> <p>ACTFL 4.1, 2.1</p> <p>CCR: SL1</p> <p>ACTFL 4.2</p> <p>CCR: SL1, W1</p>

<p>Lesson 27</p> <ul style="list-style-type: none"> • Comparison using adjectives and adverbs • Superlatives <p>Lesson 28</p> <ul style="list-style-type: none"> • Interrogative pronouns • Use of demonstratives: <i>celui...</i> <p>Reader: Voyage perdu (Part 2)</p> <p>Video scenes: 23-28</p> <p>Conclusive Special Unit (8 days) <i>What are the most important things we learned in this course?</i></p> <ul style="list-style-type: none"> • Me, my family and the others • My room, my house, my town • Food, here and there • Teens here and there • Sport and leisure, here /there • Verbs, present irregular • <i>Le passé composé</i> • <i>L'imparfait</i> 	<ul style="list-style-type: none"> • Express comparisons • Use correctly the superlative of the adjectives <ul style="list-style-type: none"> • Express one's preferences <p>Reading/Comprehension skills</p> <p>Listening/comprehension skills</p> <ul style="list-style-type: none"> • Talk about self and others • Talk about where you live • Talk about food and drinks • Talk about teens preferences • Talk about sport and health • Use correctly important verbs • Use correctly <i>le passé composé</i> • Use correctly <i>l'imparfait</i> 	<ul style="list-style-type: none"> • Activity 4, page 387 <ul style="list-style-type: none"> • Speaking Activity: • <i>Les tailles</i>, pg. 390 (Teacher's) <ul style="list-style-type: none"> • Answer questions about images on pages 396-397 <ul style="list-style-type: none"> • Activities 3,4, page 402 <ul style="list-style-type: none"> • Answer comprehension questions about the video series 	<p>Quiz on comparisons</p> <p>Unit 7 Test</p> <p>FINAL EXAM</p>	<p>ACTFL: 1.2</p> <p>CCR: W2</p> <p>ACTFL: 2.2, 1.2</p> <p>CCR: W2</p> <p>ACTFL: 1.3</p> <p>CCR: SL2</p> <p>ACTFL: 1.1, 2.2, 4.1</p> <p>CCR: SL1, R2, W1, 2</p>
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IV. Assessments:

MARKING PERIOD #1

QUIZZES:

- Quiz: Regular verbs in present
- Quiz: The irregular verbs in present
- Quiz on the use of inverted questions
- Quiz on Chapters 1-4 from reader
- Quiz on *passé composé* with *avoir*

TESTS:

- Pre AP Baseline Test
- Test on Preliminary Unit
- Test on Unit 1
- Project (Pre-AP) *Mon ami idéal*

MARKING PERIOD #2

QUIZZES:

- Quiz on *passé composé* with *être*
- Quiz on food vocabulary
- Another quiz on verbs: *vouloir, pouvoir, devoir*
- Quiz on *passé composé* with *avoir* and *être*
- Quiz on Interrogative/Demonstrative Pronouns

TESTS:

- Test on Unit 2
- Test on Unit 3
- Project (Pre-AP) Present to class your favorite French actor
- Test on *Passé Composé*
- Mid-Term Exam

MARKING PERIOD #3

QUIZZES:

- Quiz on the use of verbs *connaître* and *savoir*
- Quiz on verbs: *dire, lire, écrire*
- Quiz on Chapters 1-4 (*Voyage Perdu*)
- Quiz on the use of *en* and *y*
- Quiz on the use of *imparfait*

TESTS:

- Test on Unit 4
- Test on Unit 5
- Pre-AP Project: Prepare poster: *My house, my town*

DATA COLLECTION:

- Pre-AP Baseline Test
- Test on Unit 1
- Test on Unit 2
- Test on Unit 5
- Test on Unit 7
- Test on *Imparfait*

MARKING PERIOD #4

QUIZZES:

- Quiz: *L'imparfait* vs. *Le passé composé*
- Quiz on clothing vocabulary
- Quiz on the use of adjectives and comparison
- Pre-AP Writing: Write (In Class) about the main idea of the movie

TESTS

- Test on Unit 6
- Test on Unit 7
- FINAL EXAM

- Test on Unit 3
- Test on Unit 4
- Mid-Term Exam
- Test on Unit 6
- Test on *Passe Compose*
- MID-TERM & FINAL EXAM

V. Resources

Text: *Discovering French Nouveau, Blanc* (Level 2) (Chapters: Reprise through 7)

Supplementary Materials:

All supplementary materials from *Discovering French Nouveau, Rouge*

- Audio CD series
- Integrated video series
- Workbooks
- Resource Package
- Testing and Assessment kit
- Overhead visuals

Movies:

- *La Gloire de mon père*
- *Le château de ma mère*

Readers:

- *Le Voyage de ma vie*
- *Le Voyage perdu*

Online Resources :

- www.classzone.com
- www.tv

Bethel Public Schools

French 22 Curriculum 2012

I. Alignment to ACTFL and College and Career Readiness Standards

Goals: At the end of French 22, we expect students to demonstrate the following skills:

Communication: (ACTFL standards 1.1, 1.2, 1.3) (Novice-Mid ACTFL Proficiency level)

A. Speaking:

- To participate in short simple conversations of 2-4 minutes in length dealing with familiar topics primarily in the present and more haltingly in the past
- To make statements by using primarily short memorized phrases or simple sentences through recombination of their elements and showing some signs of spontaneity
- To ask questions involving learned materials
- To demonstrate some accuracy in pronunciation and intonation when presenting familiar material
- To demonstrate confidence and willingness to take risks while speaking in French

B. Listening:

- To understand short simple phrases and some sentence-length statements, simple questions, and high-frequency commands within highly predictable and familiar contexts

C. Writing:

- To produce limited practical writing such as short messages and paragraphs, postcard, and notes by recombining some learned vocabulary and structures using correct accents, punctuation, and spelling

D. Reading:

- To read messages, phrases, instructions, and beginning level stories where the vocabulary and grammatical structures are familiar

Culture: (ACTFL standards 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2)

- To demonstrate a broader and deeper understanding of France and other French-speaking countries and cultures through the study of the geography, regional characteristics, and customs of these countries and peoples. The study of these cultures includes participation in cultural activities, short presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness::

- To show increasing meta-linguistic awareness of the nature of language and its grammatical structures through the inherent comparison of English and French and exposure to a greater variety of grammatical structures and constructs (ACTFL standard 4.1)

STANDARDS FOR FOREIGN LANGUAGE LEARNING**COMMUNICATION: Communicate in Languages Other Than English**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the

authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of 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.

II. What are the most important things that will be covered in French 22:

1. Review and expansion of basic topics from French 1B or French 12, such as basic greetings and introductions, the present tense (with the addition of many verbs), interrogatives, the near future, subject pronouns (stressed and unstressed), demonstrative and interrogative adjectives, possessive adjectives, definite / indefinite articles, and imperatives
2. Basic information about self and others including professions
3. Extensive family vocabulary
4. Self-description and adjectives, both regular and irregular
5. Expressions with *être*, *avoir*, and *faire*
6. Review of near future and introduction of recent past
7. Narration of past events, both habitual and definite
8. Expressions of time, quantity, and frequency
9. Weekend and leisure activities
10. Foods, shopping for food, menus, and restaurant protocol vocabulary
11. Hobbies, entertainment, and pastimes
12. Writing a letter/postcard/e-mail
13. Sports, health, fitness, and personal hygiene
14. Expression of opinion, advice, and preferences
15. Daily routines and chores
16. Parts of the body
17. House and residence vocabulary
18. Clothing and accessories, shopping for clothing, description of clothing, style, and preferences
19. Comparatives and superlatives
20. Grammatical structures:
Conjugation of *passé composé* with *avoir* and *être* (regular and irregular verbs) in the affirmative, interrogative, and negative; verbs conjugated with *être*; contrastive uses of definite, indefinite and partitive articles; direct and indirect object pronouns and their position in affirmative, negative, imperative and infinitive constructions; double object pronouns; verbs with indirect object pronouns; *savoir/connaitre*; reflexive verbs and pronouns in the indicative, imperative, interrogative,

- and with infinitives; uses of *en* and *y*; relative pronouns *qui* and *que*; the imperfect tense; contrast between the imperfect and preterite; adverbs with *ment*, interrogative pronoun *lequel/laquelle*; demonstrative pronoun *celui/celle*
22. Cultural units include the study of French-speaking countries in Europe and outside of Europe
23. Cultural Video series: Discovering French program and Les Correspondantes
24. Additional Reading: Blain Ray, Le voyage perdu

III. Pacing Guide:

August/September/October (MP #1)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Formative/Summ.)	STANDARDS
<p>Preliminary Unit (12 days) Essential Question: <i>How does French language, structure, and communication differ from that of English?</i></p> <p>Initial in-depth review</p> <p>Reprise</p> <ul style="list-style-type: none"> • Getting to know people, pages 4-5 • School vocabulary, subjects <p>Rappel 1: Numbers and weather</p> <ul style="list-style-type: none"> • Telling time, asking cost, numbers • Weather vocabulary <p>Rappel 2: Everyday life</p> <ul style="list-style-type: none"> • Definite/Indefinite articles • Preferences • Prepositions and location • Possessive adjectives and clothing 	<ul style="list-style-type: none"> • Talk about people • Talk about school and subjects • Tell time, talk about numbers • Talk about weather • Correctly use the articles • Talk about likes and dislikes • Indicate where things are • Correctly use possessive adjectives • Correctly use dem/interrog. adj. 	<p>Mini dialogues: Meeting Oral Act. <i>Mon école</i></p> <p>Mini dialogue: <i>Quelle heure</i> <i>Quel temps fait-il?</i></p> <p>Act. 1, page 12 Act. 8, 9 page 15 Act 10, page 16</p>	<p>Baseline assessment</p> <p>Quiz</p> <p>Quiz</p>	<p>ACTFL: 1.1, 1.2</p> <p>CCR: W3, L1, 2, 3 R1</p> <p>ACTFL: 1.3, 1.1, 3.1</p> <p>CCR: SL4, L2, W2</p>

<ul style="list-style-type: none"> • Demonstrative and interrogative adj. <p>Rappel 3: Activities</p> <ul style="list-style-type: none"> • Verbs and actions • Negative form of the verbs • Asking words and expressions • Regular verbs (-er, -ir, -re) in present • Subject and stress pronouns • Imperatives <p>Unit 1: Qui suis-je? (10 days) <i>Essential Questions:</i> <i>How do you describe the diversity of the French people? How do the French describe themselves and others?</i></p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Presenting oneself, personal data • Family, friends, professions <p>Lesson 2:</p> <ul style="list-style-type: none"> • Expressions with <i>être</i> • La personnalité, les adjectifs • Le copain idéal <p>Lesson 3:</p> <ul style="list-style-type: none"> • Expressions with <i>avoir</i> and <i>faire</i> • L'inversion (Inverted questions) <p>Lesson 4:</p> <ul style="list-style-type: none"> • Salutations: American vs. French • Verb <i>aller</i> and the near future • Verb <i>venir</i> and the recent past <p>Vidéo-scènes 1 – 4 Unit 1 Review Cultural Topic: <i>Le monde francophone</i></p>	<ul style="list-style-type: none"> • Use verbs expressing actions • Correctly use the negative form • Know how to build questions • Correctly use the regular verbs • Correctly use the pronouns • Correctly use the imperative <ul style="list-style-type: none"> • Introduce oneself and others • Describe family, friends and people <ul style="list-style-type: none"> • Use verb <i>être</i> with expressions • Describe looks and personality • Describe ideal friend using adj. <ul style="list-style-type: none"> • Use <i>avoir/faire</i> with expressions • Use inversion in questions <ul style="list-style-type: none"> • Gain awareness of culture diff. • Correctly use the near future • Correctly use the recent past <p>Understand by listening</p> <p>Gain cultural awareness of the</p>	<p>Oral Act. Pages 18-19 Act. 3, page 19 Act. 7, page 21 Act. 10, page 22 Act. 12, page 23</p> <p>Written Act. Describe your town Describe your family</p> <p>Project: <i>Mon ami idéal</i> Poster with pictures of friends and oral presentation</p> <p>Work in groups: Point out differences</p> <p>Answer comprehension questions about video</p> <p>Group work: country presentations</p>	<p>Quiz on regular verbs</p> <p>Preliminary Unit Test</p> <p>Quiz on verb <i>être</i></p> <p>Quiz: Verbs <i>avoir</i> & <i>faire</i> Quiz on use of inverted questions</p> <p>Quiz on verb <i>aller</i></p> <ul style="list-style-type: none"> • Quiz on verb <i>venir</i> <p>Unit 1 Test</p>	<p>ACTFL: 1.2, 4.1</p> <p>CCR: L1, 2</p> <p>ACTFL: 1.1, 1.3 CCR: SL1, 2</p> <p>ACTFL: 1.1 CCR: W5</p> <p>ACTFL: 2.1, 4.2 CCR: SL4</p> <p>ACTFL: 2.1, 2.2 CCR: SL4</p> <p>ACTFL: 1.2 CCR: L3</p> <p>ACTFL: 1.2 CCR: L3</p>
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	francophone world			
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November/December/January (MP #2)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Formative/Summ.)	STANDARDS
<p>Unit 2 Essential Question for Unit 2: <i>What do French teens do on weekends as compared to the American teens? What are their leisure activities compared to ours?</i></p> <p>Lesson 5: Le weekend, enfin!</p> <ul style="list-style-type: none"> • Cultural: Week-ends in France • Weekend activities • Weekend in the country <p>Lesson 6: Pierre a un rendez-vous</p> <ul style="list-style-type: none"> • <i>Passé Composé</i> with <i>avoir</i> • Sequence of events in the past • Negative and interrogative forms • Verbs <i>prendre</i> and <i>mettre</i> <p>Lesson 7: Achats de Corinne</p> <ul style="list-style-type: none"> • <i>Passé Composé</i> with <i>être</i> • Time expressions <p>Lesson 8: Tu es sorti?</p> <ul style="list-style-type: none"> • Verbs <i>partir</i> and <i>sortir</i> • More verbs conjugated with <i>être</i> <p>Vidéo-scènes 5-8</p> <p>Unit 2 Review</p>	<ul style="list-style-type: none"> • Talk about week-end in France • Talk about week-end activities • Describe a day in the country <ul style="list-style-type: none"> • Talk about past events • Correctly use past tense w/<i>avoir</i> • Correctly use negative and interrogative forms in p.comp <ul style="list-style-type: none"> • Correctly use past tense w/<i>être</i> • Use time expressions correctly <ul style="list-style-type: none"> • Correctly use <i>partir</i> and <i>sortir</i> in past tense • Correctly use other verbs w/<i>être</i> <p style="text-align: center;">Understand through listening</p>	<p>Discussion in class Act. 2, page 107 Group Work: One group prepares to describe French teens, another USA teens</p> <p>Act. 4, page 112 Activities on pages. 118-119</p> <p>Act. 6, page 125</p> <p>Write a letter describing your weekend.</p> <p>Answer comprehension questions about video</p>	<p>Quizzes on <i>passé composé</i></p> <p>Quiz on verbs <i>prendre, mettre</i> Quiz: <i>P. Composé w/avoir</i></p> <p>Quiz: <i>P. Composé w/être</i></p> <p>Unit 2 Test</p>	<p>ACTFL: 3.1, 3.2</p> <p>CCR: L3, L1</p> <p>ACTFL: 3.1, 3.2</p> <p>CCR: L1, 3</p> <p>ACTFL: 1.2, 4.2</p> <p>CCR: SL1, 2</p> <p>ACTFL: 1.3 CCR: SL1</p> <p>ACTFL: 3.1, 3.2 CCR: L4</p> <p>ACTFL 1.2 CCR: SL1, SL4</p>

<p>Unit 3 Essential Questions for Unit 3 <i>What are the favorite foods and drinks of the French? Why do they prefer this cuisine? How does food shopping in France compare to the U. S.?</i></p> <p>Lesson 9: Food and drinks</p> <ul style="list-style-type: none"> • Table setting and meals • Order food at a restaurant • Vocabulary to express preferences • Food shopping vocabulary <p>Cultural Topic: French cuisine</p> <p>Lesson 10: Au supermarché</p> <ul style="list-style-type: none"> • Verbs <i>vouloir, pouvoir, devoir</i> • <i>L'article partitif</i> <p>Lesson 11: Inviter ses copains</p> <ul style="list-style-type: none"> • More verbs: <i>boire, acheter, préférer</i> • Def./indef./partitif articles <p>Lesson 12: L'addition, s'il vous plait</p> <ul style="list-style-type: none"> • Quantity expressions • The adjective <i>tout</i> • The expression <i>il faut</i> + infinitif <p>Vidéo-scènes 9-12</p> <p>French through movies: <i>La Gloire de mon Père</i></p> <p><i>Review for Mid-Term</i></p>	<ul style="list-style-type: none"> • Talk/write about food • Know how to order food • Express food preferences • Know how to shop for food <ul style="list-style-type: none"> • Cultural Awareness: Shopping in France • Use verbs correctly • Use articles correctly <ul style="list-style-type: none"> • Talk/write about beverages • Know about stem changing verbs • Correctly use the articles <ul style="list-style-type: none"> • Express quantities • Correctly use the adjective <i>tout</i> • Express obligation with <i>il faut</i> <p>Understand through listening</p> <p>Listening/comprehension skills</p>	<p>Mini-dialogues:</p> <ul style="list-style-type: none"> • Order food <p>Mini-dialogues</p> <ul style="list-style-type: none"> • Shopping <p>Group Work: Choose and describe a French dish. Act. 5, pg. 169</p> <p>Act. 2, page 177 Act. 5, page 179</p> <p>Act. 8, page 191</p> <p>Answer questions about videos Oral: Describe characters Write summary</p>	<p>Quiz: Food vocabulary</p> <p>Quiz: Verbs <i>vouloir/pouvoir/devoir</i></p> <p>TEST ON P. COMPOSE</p> <p>MID-TERM EXAM</p>	<p>ACTFL: 1.2, 2.1, 4.2</p> <p>ACTFL: 2.1, 2.2, 3.1</p> <p>CCR: L1, 2</p> <p>ACTFL: 1.3</p> <p>CCR: W2</p> <p>ACTFL: 1.3</p> <p>CCR: W2</p> <p>ACTFL: 1.1, 1.2, 2.1, 4.1</p> <p>CCR: SL1, L1, W2</p>
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January/February/March (MP #3)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Formative/Summ.)	STANDARDS
<p>Unit 4 Essential Question for Unit 4 <i>What do the French like to do in their free time? How does this compare/contrast to our preferences?</i></p> <p>Lesson 13: Allons au spectacle</p> <ul style="list-style-type: none"> • The world of French movies • Entertainment and movie vocabulary • <i>Le cinéma français</i> <p>Lesson 14: Un petit service</p> <ul style="list-style-type: none"> • Object pronouns • Object pronouns after imperative <p>Lesson 15: Une boutique de disques</p> <ul style="list-style-type: none"> • Verbe <i>connaître</i> • Object Pronouns: <i>le, la, les</i> <p>Lesson 16: La voisine d'en bas</p> <ul style="list-style-type: none"> • Verbes <i>dire, lire, écrire</i> • Verb <i>savoir</i> vs. <i>connaître</i> • Ind.Object Pronouns • Order of pronouns (dir. vs. ind.) <p>Vidéo-scènes: 13-16</p> <p>Reader: Voyage perdu Chapter 1-4</p>	<ul style="list-style-type: none"> • Talk about movies • Expand entertainment vocabulary • Talk about the French Cinema <ul style="list-style-type: none"> • Correctly use object pronouns • Correctly use obj. pronouns with imperative <ul style="list-style-type: none"> • Correctly use verb <i>connaître</i> • Correctly use obj. pronouns <ul style="list-style-type: none"> • Correctly use <i>dire, lire, écrire</i> • Know difference between 2 verbs • Correctly use indirect object pronouns <p>Understanding through listening</p> <p>Understanding through reading</p>	<p>Oral: Describe your favorite actor/actress. Act. 5, page 212</p> <p>Act. 9, page 215</p> <p>Answer comprehension questions</p> <p>Answer questions on those chapters</p>	<p>Quiz on obj. pronouns</p> <p>Quiz on verb <i>connaître</i></p> <p>Quiz on verbs: <i>Dire, lire, écrire</i></p> <p>Unit 4 test</p>	<p>ACTFL: 4.1</p> <p>CCR: SL2</p> <p>ACTFL: 4.1</p> <p>CCR: SL1</p> <p>ACTFL: 4.1</p> <p>CCR: L1</p> <p>ACTFL: 1.2</p> <p>CCR: L1</p>

<p>Unit 4 Review</p> <p>Unit 5: Vive le sport Essential Question for Unit 5 <i>What sports do the French enjoy? How does that compare to our preferences?</i></p> <p>Lesson 17:</p> <ul style="list-style-type: none"> • Vocabulary: Sports and you • Body parts and Health (Vocabulary) <p>Lesson 18: Un vrai sportif</p> <ul style="list-style-type: none"> • Expressions of frequency • Verb <i>croire</i> • Vocabulary for expressing opinions <p>Lesson 19: Jérôme se lève</p> <ul style="list-style-type: none"> • Reflexive verbs and daily routine • Personal care activities <p>Lesson 20:</p> <ul style="list-style-type: none"> • The imperative of the reflexive verbs • Past tense of the reflexive verbs • Infinitive of the reflexive verbs <p>Vidéo-scènes: 17-20</p> <p>DVD: <i>Les correspondantes</i> Visite d'une Française au Canada</p>	<ul style="list-style-type: none"> • Talk about sports • Expand vocabulary about body/health <ul style="list-style-type: none"> • Use expressions of frequency • Correctly use the verb <i>croire</i> • Use vocabulary for expressing opinions <ul style="list-style-type: none"> • Talking about everyday routine • Using correctly the reflexive verbs <ul style="list-style-type: none"> • Using reflexive verbs in imperative • Using refl. Verbs in past tense • Using refl. Verbs in infinitive <p>Understanding through listening</p> <p>Gaining cultural awareness about differences between French and Canadian languages and culture</p>	<p>Activities on pages 288 and 289</p> <p>Mini-dialogue - At the doctor's</p> <p>Act. 10, 28</p> <p>Act. 1, page 297 Act. 9, page 297</p> <p><i>La gymnastique du matin</i> Pg. 307</p> <p>Answer questions about video series</p> <p>Oral Activity: Act out in groups the two characters of the DVD</p>	<p>Quiz on verb <i>croire</i></p> <p>Quiz on reflexive verbs</p> <p>Unit 5 Test</p>	<p>ACTFL: 4.1 CCR: L1</p> <p>ACTFL: 4.1 CCR: SL2</p> <p>ACTFL: 1.3 CCR: SL4</p> <p>ACTFL: 4.1 CCR: L1</p>
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April/May/June (MP #4)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Unit 6 Essential Question for Unit 6 <i>What are French houses like? How do they compare to ours?</i></p> <p>Lesson 21: Chez nous</p> <ul style="list-style-type: none"> • Residence and house vocabulary • Parts of the house <p>Lesson 22</p> <ul style="list-style-type: none"> • Verb <i>vivre</i> • Relative Pronouns: <i>qui, que</i> <p>Vidéo-scènes: 21-22</p> <p>French through movies <i>Le château de ma mère</i></p> <p>Lesson 23: À Menthon</p> <ul style="list-style-type: none"> • Formation of the Imperfect tense • Use of the imperfect tense • <i>A l'école autrefois</i> • More expressions of frequency 	<ul style="list-style-type: none"> • Tell where and how you live • Know how to look for house/rent • Describe your room <ul style="list-style-type: none"> • Build more complex sentences <p>Understand through listening</p> <p>Listening/Comprehension skills</p> <ul style="list-style-type: none"> • Talking/writing about past events • Expressing about repeated or continuing actions in the past • Using expressions of frequency when talking about past events 	<p>Written and then oral:</p> <ul style="list-style-type: none"> • Describe your house • Describe your room <p>Act. 4, page 332 Act. 6, page 333</p> <p>Written: Write summary of the movie. Oral: Describe Characters</p> <p>Written: <i>Quand j'étais petit.</i> Project: <i>Mon enfance</i> Poster w/pictures and paragraphs</p>	<p>Quiz on relative pronouns</p>	<p>ACTFL: 4.1 CCR: L1</p> <p>ACTFL: 3.2, 2.1 CCR: W1</p> <p>ACTFL: 4.1, 2.1 CCR: SL1</p>

IV. Assessments:

MARKING PERIOD #1

QUIZZES:

- Quiz: Regular verbs in present
- Quiz: The irregular verbs in present
- Quiz on the use of inverted questions
- Quiz on Chapters 1-4 from reader
- Quiz on *passé composé* with *avoir*

TESTS:

- Pre AP Baseline Test
- Test on Preliminary Unit
- Test on Unit 1
- Project (Pre-AP) *Mon ami idéal*

MARKING PERIOD #2

QUIZZES:

- Quiz on *passé composé* with *être*
- Quiz on food vocabulary
- Another quiz on verbs: *vouloir, pouvoir, devoir*
- Quiz on *passé composé* with *avoir* and *être*
- Quiz on Interrogative/Demonstrative Pronouns

TESTS:

- Test on Unit 2
- Test on Unit 3
- Project (Pre-AP) Present to class your favorite French actor
- Test on *Passé Composé*
- Mid-Term Exam

MARKING PERIOD #3

QUIZZES:

- Quiz on the use of verbs *connaître* and *savoir*
- Quiz on verbs: *dire, lire, écrire*
- Quiz on Chapters 1-4 (*Voyage Perdu*)
- Quiz on the use of *en* and *y*
- Quiz on the use of *imparfait*

TESTS:

- Test on Unit 4
- Test on Unit 5
- Pre-AP Project: Prepare poster: *My house, my town*

DATA COLLECTION:

- Pre-AP Baseline Test
- Test on Unit 1
- Test on Unit 2
- Test on Unit 5
- Test on Unit 7
- Test on *Imparfait*

MARKING PERIOD #4

QUIZZES:

- Quiz: *L'imparfait* vs. *Le passé composé*
- Quiz on clothing vocabulary
- Quiz on the use of adjectives and comparison
- Pre-AP Writing: Write (In Class) about the main idea of the movie

TESTS

- Test on Unit 6
- Test on Unit 7
- FINAL EXAM

- Test on Unit 3
- Test on Unit 4
- Mid-Term Exam
- Test on Unit 6
- Test on *Passé Composé*
- MID-TERM & FINAL EXAM

V. Resources

Text: *Discovering French Nouveau, Blanc* (Level 2) (Chapters: Reprise through 7)

Supplementary Materials:

All supplementary materials from *Discovering French Nouveau, Rouge*

- Audio CD series
- Integrated video series
- Workbooks
- Resource Package
- Testing and Assessment kit
- Overhead visuals

Movies:

- *La Gloire de mon père*
- *Le château de ma mère*

Readers:

- *Le Voyage de ma vie*
- *Le Voyage perdu*

Online Resources :

- www.classzone.com
- www.tv

Bethel Public Schools
French 31 Curriculum 2012

I. Alignment to ACTFL and College and Career Readiness Standards

Goals: At the end of French 31, we expect students to demonstrate the following skills:

Communication: (ACTFL standards 1.1, 1.2, 1.3) (Intermediate-Low to Intermediate-Mid ACTFL Proficiency level)

A. Speaking:

- To handle successfully a number of familiar topics, in the present and with increasing accuracy in the past
- To ask simple questions, respond to simple statements, and sustain short conversations of 4-7 minutes in length using complete sentences
- To begin to apply familiar structures to new situations by combining and recombining known structures, although with much linguistic inaccuracy
- To demonstrate increasing accuracy in pronunciation and intonation when presenting familiar material
- To demonstrate confidence and willingness to take risks while speaking in the target language (French)

B. Listening:

- To understand sentence length utterances and longer, more complex conversations and narratives in a number of content areas

C. Writing:

- To meet limited practical writing needs such as short simple messages, letters, notes, and short summaries by recombining learned vocabulary and structures into simple sentences
- To write in different time frames, particularly the present and with increasing accuracy in the past, showing adequate control of non-complex syntax and basic inflectional morphology

D. Reading:

- To understand linguistically noncomplex text on basic topics, particularly stories with much redundancy and repetition
- To infer the meaning of unfamiliar words that are necessary in order to understand the gist of a more complex text

Culture: (ACTFL standards 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2)

- To demonstrate a broader and deeper understanding of French-speaking cultures through the study of the geography, history, indigenous and modern languages, cultures, and peoples of these nations. The study of these cultures includes participation in cultural activities, presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness:

- To show increasing meta-linguistic awareness of the nature of language and its grammatical structures through the inherent comparison of English and French and exposure to an even greater variety of grammatical structures and constructs (ACTFL standard 4.1)
- To show awareness of the linguistic regionalisms in the target language (French)

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,

scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

II. What are the most important things that will be covered in French 31:

1. Review of previous knowledge, such as description of self and others, likes and dislikes, people and places, activities, and daily routines
2. Review of regular and irregular present tense verbs
3. Unequal and equal comparisons
4. Camping and nature vocabulary
5. Expansion of *passé composé*, and *imparfait* tenses
6. Formal and informal commands
7. Environment vocabulary
8. Vocabulary on volunteer activities and projects
9. Expansion of vocabulary on leisure activities and pastimes, family relationships, vacation activities, places in a city, and house vocabulary
10. Expansion of personal characteristics with vocabulary related to professions
11. Future events
12. Hypothetical events and feelings (at an introductory and more complex level)
13. Increasingly complex narration in the past and future
14. Grammatical structures: Conjugation and use of verbs in the future, conditional, and subjunctive tenses, formation of compound tenses (present, past, future)
15. Cultural units include the study of French-speaking countries and nations in Europe, North America (Canada), Africa, the exposure to authentic materials such as video series, poems, folk tales, short stories, and internet sites in French, and the study of the history and culture of these nations and their indigenous and modern peoples.
15. Expansion of vocabulary on health, healthy/unhealthy lifestyle/habits (smoking, exercise) and their impact on our health
16. Additional expansion of vocabulary on entertainment world and movies enabling students to discuss a movie in depth

III. Pacing Guide:

August/September/October (MP #1)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Preliminary Unit (8 days) Essential Questions: <i>What are some of the cultural practices in the francophone world and how do they compare to those in the USA?</i></p> <p>Reprise A</p> <ul style="list-style-type: none"> • Verb <i>être</i> and the adjectives • Verb <i>avoir</i> and expressions with it • Verb <i>aller</i> and <i>venir</i> • <i>Le futur proche</i> and <i>le passé composé</i> • Present Tense: Reg/Irregular verbs <p>Reprise B</p> <ul style="list-style-type: none"> • Verbs: <i>manger, boire, prendre</i> • Food and preferences • Basic questions in present tense • Cultural Content: French teens and their vacation destinations <p>Reprise C</p> <ul style="list-style-type: none"> • Week-end activities • <i>Le Passé Composé w/être & avoir</i> • <i>L'imparfait</i> • Basic questions in the past tense • Direct and indirect object pronouns 	<ul style="list-style-type: none"> • Give/ask for personal info • Introduce oneself and others • Describe oneself and others • Use <i>avoir</i> correctly in present • Use <i>aller</i> and <i>venir</i> in present • Use verbs correctly in present • Use <i>le futur proche</i> and <i>le passé composé</i> <ul style="list-style-type: none"> • Correctly use the articles • Talk about food and preferences • Inquire in the target language about basic things <ul style="list-style-type: none"> • Talk about week-day activities • Talk about week-end activities • Use correctly past tenses • Inquire about things in the past • Correct use of dir/indirect object pronouns 	<ul style="list-style-type: none"> - Fill-in forms with personal info - Interview one-another - Describe the ideal parent(Pre-AP) - Practice with Activity 4, page 5 - Practice act. bottom of page 5 - Change from 1st to 3rd person, - Practice with activity on page 6 <ul style="list-style-type: none"> - Answer questions from page 9 - Do activities on pages 10 and 11 <ul style="list-style-type: none"> - Write paragraph in the past about your last weekend. pg. 12 - Practice the conjugation grid (use sentences) - Detectives and Witnesses (practice situations from pg.19) - Replace nouns with pronouns (Activities on pg.16, workbook) 	<p>Pre-AP: Baseline Test</p> <p>Quiz on conjugation of regular/irregular verbs in present tense</p> <p>Quiz on verbs <i>manger, boire, prendre</i></p> <p>Quiz: <i>Passé composé</i> Quiz: <i>L'imparfait</i> Quiz: The pronouns</p> <p>TEST ON PRELIM. UNIT</p>	<p>ACTFL: 1.1, 1.2, 1.3 2.1, 2.2 CCR: R1, 2</p> <p>ACTFL: 3.1, 4.1 CCR: L1, 2</p> <p>ACTFL: 3.1, 4.1 CCR: L1, 2</p> <p>ACTFL: 1.2, 4.1 CCR: L1, 2</p> <p>ACTFL: 1.1, 1.3, 3.1 CCR: R1, W2</p>

<p>Unit 1: <i>Au jour le jour</i> (14 days) Essential Questions: <i>Why do French teens care about their personal appearance? How do they dress? What is the French and American attitude on style?</i></p> <ul style="list-style-type: none"> • Body parts and physical description • Uses of the expression <i>j'ai mal à...</i> • Personal Care • The reflexive verbs • The daily routine activities • Imperatives with reflexive verbs • Reflexive verbs and <i>passé composé</i> • Idiomatic use of the reflexive verbs • Description of physical or emotional condition <p>Video Drama: <i>Bonjour, M. Pasquier!</i></p> <ul style="list-style-type: none"> • Cultural reading: The impressionists • Video DVD: <i>Vignette on Impressionism</i> • Vocabulary on art <p>Unit 3: <i>Vive la nature (Part I)</i> (14 days) Essential Questions: <i>What is the French attitude toward the environment? How does this compare to our attitude?</i></p> <ul style="list-style-type: none"> • Vacation and activities • Does and do nots, precautions • Review of the <i>passé composé</i> and the <i>imparfait</i> 	<ul style="list-style-type: none"> • Describe oneself • Talk about health problems • Talk about personal care • Use the reflexive verbs • Use commands correctly • Use reflexive verbs in past • Talk about how you feel <ul style="list-style-type: none"> • Improve listening and comprehension skills <ul style="list-style-type: none"> • Gain cultural knowledge about French impressionism <ul style="list-style-type: none"> • Talk about vacation activities • Consolidate knowledge and use of the <i>passé composé</i> and <i>imparfait</i> 	<ul style="list-style-type: none"> - Bring pictures and match with descriptions - Activity 3, page 43 - Describe daily routine activities - Activities on pages 46-48 - Activity 2, page 51 - Describe picture on page 53 - Vocabulary activity from page 54 (Teacher's Edition) <ul style="list-style-type: none"> - Answer questions about video <ul style="list-style-type: none"> -Work in groups: Each group reads and prepares to talk about a French Impressionist <ul style="list-style-type: none"> - Prepare oral summary about your last vacation - Activity 5, page 116 	<p>Quiz: Reflective Verbs in <i>p. composé</i> Quiz: Reflexive Verbs in <i>imparfait</i></p> <p>UNIT 1 TEST</p> <p>Pre-AP: Oral Presentation Prepare an Art Poster on a French artist and present orally to class</p> <p>Pre-AP: Writing Prompt Write about a funny day from a past vacation.</p>	<p>ACTFL: 1.3, 4.1 CCR: L1 2</p> <p>ACTFL: 1.2, 4.1, 4.2 CCR: SL1, L1</p> <p>ACTFL: 1.1, 1.3 CCR: SL1, 2</p> <p>ACTFL: 1.3 CCR: W1, 2</p>
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November/December/January (MP #2)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>(Continuation of Unit 3, Part 1)</p> <ul style="list-style-type: none"> Ecology and environment related vocabulary Reading : L'écologie à la maison Animal vocabulary and expressions with animal words (added packet) <p>Reading: <i>Le corbeau et le renard</i> (pg. 146)</p> <p>Unit 3 : Part 2</p> <ul style="list-style-type: none"> Weather conditions and nature phenomena <i>Passé comp.</i> and <i>imparfait</i> with time expressions <p><i>Passé simple</i> and its use in literature</p> <p>Video drama: <i>Un accident</i> Interlude: Great moments in French history (pages 140-141) Vignette Culturelle: <i>La Liberation</i>, Movie: <i>Au Revoir les Enfants</i></p> <p>Unit 4 : Part 1 (10 days) Essential Question: <i>How do shopping practices in France compare to the ones in the US?</i></p> <ul style="list-style-type: none"> Shopping vocabulary The <i>y</i> and <i>en</i> pronouns Indefinite expressions of quantity <p>Cultural reading: En France, faites comme les Français (Scenes de la vie courante) Video drama: <i>Mélanie fait les courses</i></p>	<ul style="list-style-type: none"> Talk about the environment Talk about environment protection Talk about animals & their protection <p>Improve reading-comprehension skills through French authentic literature</p> <ul style="list-style-type: none"> Talk about weather and nature Know how to talk about events in past Become acquainted with the <i>passé simple</i> <ul style="list-style-type: none"> Improve listening-comprehension skills Learn and talk about French history <ul style="list-style-type: none"> Talk about shopping Use correctly <i>y</i> and <i>e</i> Gain shopping awareness about shopping conventions <ul style="list-style-type: none"> Sharpen and improve listening-skills 	<ul style="list-style-type: none"> Write a paragraph about ways to protect environment and/or a paragraph on impact of environmental changes on some animal species. (writing rubric) <ul style="list-style-type: none"> Answer comprehension questions <ul style="list-style-type: none"> Discuss weather using transparencies Act. 4, Promenade romantique Activities in textbook Act. 11, on page 133 <ul style="list-style-type: none"> Answer questions about video Discussion using transparencies <p>Also : www.classzone.com for further work</p> <ul style="list-style-type: none"> Answer questions about video <ul style="list-style-type: none"> Mini shopping dialogues : Page 155 <ul style="list-style-type: none"> Discuss reading <ul style="list-style-type: none"> Answer questions about video 	<p>Pre-AP Oral Simple discussion on the environment Quiz on vocabulary</p> <p>Unit Test</p> <p>Quiz on French history</p> <p>Pre-AP Oral Project : Movie discussion</p> <p>Vocabulary Quiz</p>	<p>ACTFL: 1.1 CCR: SL1</p> <p>ACTFL: 1.2 CCR: L4</p> <p>ACTFL: 1.2, 1.3 CCR: L4, W1, W2</p> <p>ACTFL: 2.1, 3.1 CCR: W1</p> <p>ACTFL: 1.1, 1.3 CCR: SL1, SL4</p> <p>ACTFL: 1.2 CCR: L4</p> <p>ACTFL: 1.1 CCR: SL4</p>

<p>Unit 4: Part 2</p> <ul style="list-style-type: none"> Personal hair style, getting a haircut and other services <p>Reading : <i>Une histoire de cheveux</i> Pgs.170-175</p> <ul style="list-style-type: none"> Pronouns : order, sequence of object pronouns in a sentence and agreement with past participle <p><i>Faire</i> + the infinitive</p> <p>Cultural Activity : French Music Readings, CD and cultural video vignette <i>La fête de la musique</i></p> <p>Unit 6: Part 1 and 2 (14 days) Essential Question: <i>What should one be aware of (culturally, linguistically) while staying in France?</i></p> <ul style="list-style-type: none"> Travel : Different types of accommodations, hotel amenities, making reservations and hotel services <p>Video drama: <i>À l'hôtel</i></p> <ul style="list-style-type: none"> The comparative and superlative Interrogative pronoun: <i>Lequel</i> Demonstrative pronoun: <i>Celui</i> Possessive Pronoun : <i>Le mien</i> <p>Reading, short novel: <i>Aventure à Paris</i> (Pages 25 to end)</p>	<ul style="list-style-type: none"> Learn and use vocabulary about the services Talk about things other people do for you <p>Listening-comprehension skills</p> <ul style="list-style-type: none"> Know how to order pronouns, and apply gender/number agreement Know how to use correctly the structure <i>faire</i> + <p>Listening-comprehension skills</p> <ul style="list-style-type: none"> Know how to make a reservation Know how to buy a ticket <p>Improve listening-comprehension skills</p> <ul style="list-style-type: none"> Consolidate the comparative and superlative Know how to use the interrogative pronouns <p>Improve listening-comprehension skills</p>	<p>- Mini-dialogues, Activities on pages 161,167</p> <p>- Activities from textbook</p> <p>- Act.1, pg.169. Have students make sentences with <i>faire</i> + infinitive</p> <p>- Pre- AP: Oral Presentation - Group presentation on different types of French music</p> <p>- In pairs, students create dialogs (Act.2 , pg. 232), - Act. 1, pg. 232, Act.1, pg. 241</p> <p>- Answer comprehension questions</p> <p>- Act. 3, 4 pg. 234, Act. 6 pg. 237</p> <p>- Act. 4, page 244</p> <p>- Answer comprehension questions</p>	<p>Quiz on Obj. Pronouns</p> <p>Pre-AP Presentation on a French Singer</p> <p>Unit Test</p> <p>Presentation of Dialog: Reserving a hotel room</p> <p>Quiz on interrogative and demonstrative pronouns</p> <p>Unit Test</p> <p>MID-TERM EXAM</p>	<p>ACTFL: 4.1 CCR: L1</p> <p>ACTFL: 1.2, 2.1 CCR: L1, W1</p> <p>ACTFL: 1.3 CCR: SL4</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 1.2, 3.1, 2.1 CCR: R3, SL1, W1, W4</p>
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January/February/March (MP #3)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Unit 5: Part 1 & 2 (12 days) Essential Questions for Unit 5: <i>Why it is important to know how to make travel arrangements? How might one prepare for a trip to France?</i></p> <ul style="list-style-type: none"> Cultural Activity: Favorite French and American vacations and destinations <p>Video Drama: <i>Nicolas fait un voyage</i></p> <ul style="list-style-type: none"> More on travel: Travel plans and preparations Buying a ticket, checking in and travelling by train or plane Affirmative/negative expressions The future tense : Regular and irregular verbs Future with <i>si</i> and <i>quand</i> and other conjunctions <p>Cultural Activity:</p> <ul style="list-style-type: none"> La Marseillaise Reading (pgs.222-223) and Cultural Vignette <p>Culture:</p> <ul style="list-style-type: none"> French Revolution. Readings from text <p>Movie: <i>The Lady and the Duke</i></p>	<ul style="list-style-type: none"> Gain awareness of French vacation habits <p>Listening and comprehension skills</p> <ul style="list-style-type: none"> Know travel related vocabulary and expressions Know these expressions and use them in present and past tense Know how to describe what will happen <ul style="list-style-type: none"> Gain cultural awareness Expand cultural and historical knowledge Improve listening/comprehension 	<ul style="list-style-type: none"> Act. page 188 Answer comprehension questions In groups, make passports, tickets Prepare and enact scenes of an entire travel experience Exercises on page 193 Have students interview each other on future plans (Pg.202) Activities from textbook, pgs 205-206 Compare American and French anthems Readings, questions & answers, discussion What is the main idea of the movie? Talk about main characters 	<p>Pre-AP Writing Write essay about your last vacation</p> <p>Travel Vocabulary Quiz</p> <p>Pre-AP Project: <i>La Provence</i> Prepare brochure promoting the region</p> <p>Unit Test</p> <p>Pre-AP Activity Presentation on French Revolution and discussion</p> <p>Pre-AP: Oral Movie Discussion in groups</p>	<p>ACTFL: 1.3 CCR: W2</p> <p>ACTFL:1.2 CCR: L4</p> <p>ACTFL: 1.3, 4.1 CCR: W1, 2</p> <p>ACTFL: 1.2, 2.1 CCR: L1, L4, W1</p> <p>ACTFL 3.1, 2.1 CCR: SL4,</p> <p>ACTFL 3.1, 2.1 SL4</p>

<p>Unit 8 : Part 1 & 2 (8 days) Essential Question for Unit 8: <i>What are neighborhoods like in the francophone world? How do they compare to American neighborhoods?</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Arranging a meeting, inviting people, describing neighborhoods, explaining where you live <p>Video Drama: <i>Un rendez-vous en ville</i></p> <ul style="list-style-type: none"> • The Pluperfect <p>The conditional</p> <ul style="list-style-type: none"> • The conditional with <i>Si</i>+ imperfect • Conditional: polite requests and indirect speech <p>Unit 9: Part 1 & 2 (10 days) Essential Questions for Unit 9: <i>How do you express wishes and emotions in French?</i></p> <ul style="list-style-type: none"> • Feeling and relations • Congratulating and consoling <p>Video Drama: <i>Disputes et reconciliation</i></p> <ul style="list-style-type: none"> • Life and its phases • Reflexive verbs used reciprocally • Relative pronouns <i>qui, que, dont & lequel</i> • Relative pronouns with <i>ce</i> <p>Reading: <i>Le Bracelet</i> Culture: French- Speaking Africa</p>	<p>skills</p> <ul style="list-style-type: none"> • Talk about where you live, know how to invite a friend. <p>Listening-comprehension skills</p> <ul style="list-style-type: none"> • Describe what people had done or what had happened • Express what would happen • Use the conditional with <u>si</u> + imperfect <ul style="list-style-type: none"> • Be able to talk about feelings and relations <p>Listening/Comprehension Skills</p> <ul style="list-style-type: none"> • Know how to congratulate/console in French • Enrich vocabulary • Use correctly reflexive form of the verbs to express reciprocity • Use correctly the relative pronouns • Reading/Comprehension skills • Gain better understanding of French- Speaking Africa 	<p>- Mini-dialogues: An invitation, pg.306</p> <p>- Describe neighborhood and where you live, pg. 312, act. 1</p> <p>- Answer comprehension questions</p> <p>- Act. 2, 4, page 309 in textbook</p> <p>- Act. 3, page 315</p> <p>- Exercises pages 316</p> <p>- Activity 2 on Page 349</p> <p>- Mes rapports personnels, pg.351</p> <p>- Answer comprehension questions</p> <p>- Activities on pages 352, 353</p> <p>- Activities on pages 362, 363</p> <p>- Activities on page 365</p> <p>- Exercises in book, 371</p> <p>- Make comparisons with France and the US</p>	<p>Pre-AP Oral Present your neighborhood to the class</p> <p>Quiz on conditional</p> <p>Unit Test</p> <p>Pre-AP Writing: Write a letter of condolence/ congratulations</p> <p>Quiz on relative pronouns</p> <p>Unit Test Pre-AP Group Poster presentations on culture and geography of French speaking Africa</p>	<p>ACTFL: 3.1, 5.1 CCR: SL4</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.2, 2.1 CCR: L1, L4</p> <p>ACTFL: 1.2, 4.1 CCR: W1</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 2.1 CCR: L1, L4</p> <p>ACTFL: 1.3 CCR: SL4</p>
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April/May/June (MP #4)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Unit 2: Part 1 (16 days) Essential Questions for Unit 2: <i>How does one ask for and offer help in French? What jobs are available for French teens?</i></p> <ul style="list-style-type: none"> • Chores, domestic activities and related vocabulary <p>Video Drama: <i>Nicolas au travail</i></p> <ul style="list-style-type: none"> • The subjunctive: formation, use • Subjunctive with <i>il faut</i>, • Differently formed subjunctives <p>Unit 2: Part 2</p> <ul style="list-style-type: none"> • Requesting help, accepting, refusing, showing gratitude • Irregular subjunctives • Subjunctives with impersonal expressions • Subjunctives with <i>vouloir que</i> • Describing objects <p>Reading: Great moments in French History:</p> <ul style="list-style-type: none"> • Charlemagne, Jeanne d’Arc, etc 	<ul style="list-style-type: none"> • Improve vocabulary related to house responsibilities • Improve listening/comprehension skills • Correct use of subjunctive forms • Use subjunctive to express obligation • Request, accept or refuse help • Use correctly the irregular subjunctives • Extend knowledge of subjunctive • Enrich vocabulary describing objects • Gain cultural awareness 	<ul style="list-style-type: none"> - Exercises on pages 75,76,78 - Write a paragraph about your responsibilities at home - Games & activities suggested in Teacher’s Edition on pages 78-79 - Act. 6 & 7 page 81 - Activity 1 on page 85 - Act. No. 2, page 86 - Activities on page 87 - Qui suis-je Act. 1, page 91 - Practice describing objects - Answer questions about readings - Play Jeopardy Game. Have students make up questions and play game - Discuss and answer comprehension 	<p>Discuss video and answer questions</p> <p>Quiz: Regular subjunctive</p> <p>Quiz: Irregular subjunctive</p> <p>Test on subjunctive</p> <p>Unit Test</p> <p>Pre-AP: Oral Presentation Choose a French historical figure and</p>	<p>ACTFL: 1.3 CCR: SL2</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 2.1 CCR: L1, L4</p> <p>ACTFL: 1.3, 3.1, 3.2 CCR:</p>

<p>Vignette Culturelle, Unit 2 Reading, short novel: <i>Paris-Marseille</i> (First Half)</p> <p>Unit 7: Part 1 (14 days) Essential Question: <i>How is the medical system in French-speaking countries?</i></p> <ul style="list-style-type: none"> Health: expressions and vocabulary, medical care <p>Video Drama: <i>Nicolas est malade</i></p> <ul style="list-style-type: none"> Subjunctive with emotions and feelings, expressions of emotions Subjunctive with expressions of doubts and uncertainty, some expressions of certitude/doubt Contrast between indicative and subjunctive <p>Cultural Note: Médecins sans frontières</p> <p>Unit 7: Part 2</p> <ul style="list-style-type: none"> More on Health: Accidents and dental care <p>Reading:</p> <ul style="list-style-type: none"> <i>En voyage</i> (Guy de Maupassant) More expressions requiring subjunctive (from Unit 10, pages 398-401) <p>Reading, short novel: <i>Paris-Marseille</i> (Second Half)</p>	<ul style="list-style-type: none"> Improve reading/comprehension skills Talk about health related topics Improve listening/comprehension skills Consolidate the use of subj. with expressions of emotions Know how to use subjunctive with expressions of doubt and uncertainty Consolidate the use of subjunctive vs. indicative Gain cultural knowledge about organization Talk about health issues Improve reading/comprehension skills Further consolidate the use of subjunctive Improve reading/comprehension skills 	<p>questions</p> <ul style="list-style-type: none"> - Health Survey page 263, + class health survey page 269 - Exercises 1, pg. 267, - Discuss and answer questions - Exercises page 273 - Exercises on page 275, - Have students come up with suggested solutions to imaginary problems - Discuss and answer questions, pg 276-277 -Exercises on pages 278-279 - Write paragraph on ways to keep healthy - Discuss reading, answer questions - Activities on pages 399-401 - Discuss and answer comprehension questions 	<p>present to class</p> <p>Dialog: At the doctor's</p> <p>Pre-AP Project: <i>Le Tabagisme</i> Prepare brochure on tobacco and its risks</p> <p>Another quiz on subjunctive</p> <p>Pre-AP: Writing Write a complementary letter to the organization</p> <p>Unit Test</p> <p>FINAL EXAM</p>	<p>SL4</p> <p>ACTFL: 1.1, 3.1 CCR: SL1</p> <p>ACTFL: 1.3, 3.1, 4.1 CCR: W1, 2</p> <p>ACTFL: 1.3, 4.1 CCR: L1</p> <p>ACTFL: 1.2 CCR: W1</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 1.2, 3.1, 2.1 CCR: R3, SL1, W1, W4</p>
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IV. Assessments:

MARKING PERIOD #1

QUIZZES:

- Quiz: Regular/Irregular verbs in present
- Quiz: Verbs *manger, boire, prendre*
- Quiz on the use of *passé composé*
- Quiz on the use of *imparfait*
- Quiz on the use of the pronouns
- Quiz on reflexive verbs

TESTS:

- Pre AP Baseline Test
- Test on Preliminary Unit
- Test on Unit 1
- Project (Pre-AP) Prepare poster on French Artist and present to class

MARKING PERIOD #2

QUIZZES:

- Quiz on environment vocabulary
- Quiz on French historical events
- Quiz on vocabulary from movie
- Quiz on Object Pronouns
- Quiz on Interrogative/Demonstrative Pronouns

TESTS:

- Test on Unit 3
- Test on Unit 4
- Test on Unit 6
- Project (Pre-AP) Present French singer to class
- Project (Pre-AP) Prepare brochure promoting Provence
- Project: Movie discussion
- Mid-Term Exam

MARKING PERIOD #3

QUIZZES:

- Pre-AP Writing: Essay about your last vacation
- Quiz on travel vocabulary
- Quiz on conditional
- Pre-AP: Present your neighborhood to class
- Quiz on relative pronouns

TESTS:

- Test on Unit 5
- Test on Unit 8
- Test on Unit 9
- Pre-AP Project: Prepare poster on culture and geography of French-speaking African country and present to class (in groups)
- FINAL EXAM

MARKING PERIOD #4

QUIZZES:

- Quiz on health related vocabulary
- Quiz on regular subjunctive
- Quiz on irregular subjunctive
- Dialog: At the doctor's (in groups of twos)

TESTS

- Test on Unit 2
- Test on Subjunctive
- Test on Unit 7
- Pre-AP Oral Project: Choose a French historical figure and present orally to class
- Project (Pre-AP) Prepare brochure anti-tobacco.

DATA COLLECTION:

- Pre-AP Baseline Test
- Test on Unit 1
- Test on Unit 4
- Test on Unit 5
- Test on Unit 7
- Test on Unit 9
- Test on Unit 3
- Test on Unit 6
- Mid-Term Exam
- Test on Unit 8
- Test on Subjunctive
- FINAL EXAM

V. Resources

Text: *Discovering French Nouveau, Rouge* (Level 3) (Chapters: Reprise through 9)

Supplementary Materials:

All supplementary materials from *Discovering French Nouveau, Rouge*

- Audio CD series
- Integrated video series
- Workbooks
- Resource Package
- Testing and Assessment kit
- Overhead visuals

Movies:

- *The Lady and the Duke*
- *Au Revoir les Enfants*

Readers:

- Teacher's Discovery : *Aventure à Paris*
- La Spiga Reader : *Paris–Marseille*

Online Resources :

- www.classzone.com and www.tv5.org

Bethel Public Schools

French 32 Curriculum 2012

I. Alignment to ACTFL and College and Career Readiness Standards

Goals: At the end of French 32, we expect students to demonstrate the following skills:

Communication: (ACTFL standards 1.1, 1.2, 1.3) (Novice-High to Intermediate-Low ACTFL Proficiency level)

A. Speaking:

- To handle successfully a number of familiar topics, in the present and with increasing accuracy in the past
- To ask simple questions, respond to simple statements, and sustain short conversations of 3-6 minutes in length using complete sentences
- To begin to apply familiar structures to new situations by combining and recombining known structures, although with much linguistic inaccuracy
- To demonstrate increasing accuracy in pronunciation and intonation when presenting familiar material
- To demonstrate willingness to take risks with some competence while speaking in the target language (French)

B. Listening:

- To understand sentence length utterances and longer conversations and narratives in a number of content areas

C. Writing:

- To meet limited practical writing needs such as short simple messages, letters, notes, and short summaries by recombining learned vocabulary and structures into simple sentences
- To write in different time frames, particularly the present and with increasing accuracy in the past, showing adequate control of non-complex syntax and basic inflectional morphology

D. Reading:

- To understand linguistically noncomplex text on basic topics, particularly stories with much redundancy and repetition
- To infer the meaning of unfamiliar words that are necessary in order to understand the gist of a more complex text

Culture: (ACTFL standards 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2)

- To demonstrate a broader understanding of French-speaking cultures through the study of the geography, history, indigenous and modern languages, cultures, and peoples of these nations. The study of these cultures includes participation in cultural activities, presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness:

- To show increasing meta-linguistic awareness of the nature of language and its grammatical structures through the inherent comparison of English and French and exposure to an even greater variety of grammatical structures and constructs (ACTFL standard 4.1)
- To show awareness of the linguistic regionalisms in the target language (French)

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

II. What are the most important things that will be covered in French 32:

1. Review of previous knowledge, such as description of self and others, likes and dislikes, people and places, activities, and daily routines
2. Review of regular and irregular present tense verbs
3. Unequal and equal comparisons
4. Camping and nature vocabulary
5. Expansion of *passé composé*, and *imparfait* tenses
6. Formal and informal commands
7. Environment vocabulary
8. Vocabulary on volunteer activities and projects
9. Expansion of vocabulary on leisure activities and pastimes, family relationships, vacation activities, places in a city, and house vocabulary
10. Expansion of personal characteristics with vocabulary related to professions
11. Future events
12. Hypothetical events and feelings (at an introductory level)
13. Increasingly complex narration in the past and future
14. Grammatical structures: Conjugation and use of verbs in the future, conditional, and subjunctive tenses, formation of compound tenses (present, past, future)
15. Cultural units include the study of French-speaking countries and nations in Europe, North America (Canada), Africa, the exposure to authentic materials such as video series, poems, folk tales, short stories, and internet sites in French, and the study of the history and culture of these nations and their indigenous and modern peoples.

III. Pacing Guide:

August/September/October (MP #1)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Preliminary Unit (8 days) Essential Question: <i>What are some of the cultural practices in the francophone world and how do they compare to those in the USA?</i></p> <p>Reprise A</p> <ul style="list-style-type: none"> • Verb <i>être</i> and the adjectives • Verb <i>avoir</i> and expressions with it • Verb <i>aller</i> and <i>venir</i> • <i>Le futur proche</i> and <i>le passé composé</i> • Present Tense: Reg/Irregular verbs <p>Reprise B</p> <ul style="list-style-type: none"> • Verbs: <i>manger, boire, prendre</i> • Food and preferences • Basic questions in present tense • Cultural Content: French teens and their vacation destinations <p>Reprise C</p> <ul style="list-style-type: none"> • Week-end activities • <i>Le Passé Composé</i> w/<i>être & avoir</i> • <i>L'imparfait</i> • Basic questions in the past tense • Direct and indirect object pronouns 	<ul style="list-style-type: none"> • Give/ask for personal info • Introduce oneself and others • Describe oneself and others • Use <i>avoir</i> correctly in present • Use <i>aller</i> and <i>venir</i> in present • Use verbs correctly in present • Use <i>le futur proche</i> and <i>le passé composé</i> <ul style="list-style-type: none"> • Use articles correctly • Talk about food and preferences • Inquire in the target language about basic things <ul style="list-style-type: none"> • Talk about weekday activities • Talk about weekend activities • Use correctly past tenses • Inquire about things in the past • Correct use of dir/indirect object pronouns 	<ul style="list-style-type: none"> - Fill-in forms with personal info - Interview one-another - Describe the ideal parent(Pre-AP) - Practice with Activity 4, page 5 - Practice act. bottom of page 5 - Change from 1st to 3rd person, - Practice with activity on page 6 <ul style="list-style-type: none"> - Answer questions from page 9 - Do activities on pages 10 and 11 <ul style="list-style-type: none"> - Write paragraph in the past about your last weekend. pg. 12 - Practice the conjugation grid (use sentences) - Detectives and Witnesses (practice situations from pg.19) - Replace nouns with pronouns (Activities on pg.16, workbook) 	<p>Quiz on conjugation of regular/irregular verbs in present tense</p> <p>Quiz on verbs <i>manger, boire, prendre</i></p> <p>Quiz: <i>Passé composé</i> Quiz: <i>L'imparfait</i> Quiz: The pronouns</p> <p>TEST ON PRELIM. UNIT</p>	<p>ACTFL: 3.1, 4.1 CCR: L1, L2</p> <p>ACTFL: 3.1, 4.1 CCR: L1, 2</p> <p>ACTFL: 1.2 CCR: L1, 2</p> <p>ACTFL: 1.1, 1.3, 3.1 CCR: R1, W2</p>

<p>Unit 1: <i>Au jour le jour</i> (14 days) Essential Questions: <i>Why do French teens care about their personal appearance? What are the French and American attitudes on style?</i></p> <ul style="list-style-type: none"> • Body parts and physical description • Uses of the expression <i>j'ai mal à...</i> • Personal Care <ul style="list-style-type: none"> • The reflexive verbs • The daily routine activities • Imperatives with reflexive verbs • Reflexive verbs and <i>passé composé</i> • Idiomatic use of the reflexive verbs • Description of physical or emotional condition <p>Video Drama: <i>Bonjour, M. Pasquier!</i></p> <ul style="list-style-type: none"> • Cultural reading: The impressionists • Video DVD: <i>Vignette</i> on Impressionism • Vocabulary on art <p>Unit 3: <i>Vive la nature (Part 1)</i> (14 days) Essential Questions: <i>What is the French attitude toward the environment? How does it compare to the American attitude?</i></p> <ul style="list-style-type: none"> • Vacation and activities • Does and do nots, precautions • More on the <i>passé composé</i> and the <i>imparfait</i> • <i>Passe Composé</i> vs. <i>Imparfait</i> 	<ul style="list-style-type: none"> • Describe oneself • Talk about health problems • Talk about personal care <ul style="list-style-type: none"> • Use the reflexive verbs • Use commands correctly • Use reflexive verbs in past <ul style="list-style-type: none"> • Talk about how you feel <ul style="list-style-type: none"> • Improve listening and comprehension skills <ul style="list-style-type: none"> • Know about French impressionism and gain cultural knowledge <ul style="list-style-type: none"> • Talk about vacation activities • Consolidate knowledge and use of the <i>passé composé</i> and <i>imparfait</i> 	<ul style="list-style-type: none"> - Bring pictures and match with descriptions - Activity 3, page 43 <ul style="list-style-type: none"> - Describe daily routine activities - Activities on pages 46-48 - Activity 2, page 51 <ul style="list-style-type: none"> - Describe picture on page 53 - Vocab activity from page 54 (Teacher's Edition) - Answer questions about video <ul style="list-style-type: none"> - Prepare oral summary about your last vacation - Activity 5, page 116 	<p>Quiz: Reflective Verbs in <i>p. composé</i> Quiz: Reflexive Verbs in <i>imparfait</i></p> <p>UNIT 1 TEST</p>	<p>ACTFL: 1.3, 4.1 CCR: L1, 2</p> <p>ACTFL: 1.2, 4.1, 4.2 CCR: SL1, L1</p>
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November/December/January (MP #2)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS ACTFL, CCR
<p>(Continuation of Unit 3, Part 1)</p> <ul style="list-style-type: none"> Ecology and environment related vocabulary Reading: <i>L'écologie à la maison</i> Animal vocabulary and expressions with animal words (added packet) <p>Reading: <i>Le corbeau et le renard</i> (pg. 146)</p> <p>Unit 3 : Part 2</p> <ul style="list-style-type: none"> Weather conditions and nature phenomena <i>Passé comp.</i> and <i>imparfait</i> with time expressions <p><i>Passé simple</i> and its use in literature</p> <p>Video drama: <i>Un accident</i></p> <p>Interlude: Great moments in French history (pages 140-141) Vignette Culturelle: <i>La Liberation</i>,</p> <p>Movie: <i>Au Revoir les Enfants</i></p> <p>Unit 4: Part 1 (10 days) Essential Question: <i>How do shopping practices in France compare to the ones in the US?</i></p> <ul style="list-style-type: none"> Shopping vocabulary The <i>y</i> and <i>en</i> pronouns Indefinite expressions of quantity <p>Cultural reading: <i>En France, faites come les Français</i> (Scenes de la vie courante)</p> <p>Video drama: <i>Mélanie fait les courses</i></p>	<ul style="list-style-type: none"> Talk about the environment Talk about environment protection Talk about animals & their protection <ul style="list-style-type: none"> Improve reading-comprehension skills through French authentic literature <ul style="list-style-type: none"> Talk about weather and nature Know how to talk about events in past Become acquainted with the <i>passé simple</i> <ul style="list-style-type: none"> Improve listening-comprehension skills Learn and talk about French history <ul style="list-style-type: none"> Improve Listening & Comprehension Skills <ul style="list-style-type: none"> Talk about shopping Use correctly <i>y</i> and <i>e</i> <ul style="list-style-type: none"> Gain shopping awareness about shopping conventions Sharpen and improve listening-skills 	<ul style="list-style-type: none"> Write a paragraph about ways to protect environment and/or a paragraph on the impact of environmental changes on some animal species.(writing rubric) <ul style="list-style-type: none"> Answer comprehension questions <ul style="list-style-type: none"> Discuss weather using transparencies Act. 4, Promenade romantique Activities in textbook Act. 11, on page 133 <ul style="list-style-type: none"> Answer questions about video Discussion using transparencies <p>Also : www.classzone.com for further work</p> <ul style="list-style-type: none"> Answer comprehension questions Answer questions about video <ul style="list-style-type: none"> Mini shopping dialogues : Page 155 <ul style="list-style-type: none"> Discuss reading Answer questions about video 	<p>Quiz on vocabulary</p> <p>Unit Test</p> <p>Vocabulary Quiz</p> <p>Dialog (Services)</p>	<p>ACTFL: 1.2 CCR: L4</p> <p>ACTFL: 1.2, 1.3 CCR: L4, W1, W2</p> <p>ACTFL: 1.2 CCR: L4</p> <p>ACTFL: 1.1 CCR: SL4</p>

<p>Unit 4: Part 2</p> <ul style="list-style-type: none"> Personal hair style, getting a haircut and other services <p>Reading : Une histoire de cheveux : Pgs.170-175</p> <ul style="list-style-type: none"> Pronouns : order, sequence of object pronouns in a sentence and agreement with past participle <p><i>Faire</i> + the infinitive</p> <p>Cultural Activity : French Music Readings, CD and cultural video vignette <i>La fête de la musique</i></p> <p>Unit 6: Part 1 and 2 (14 days) Essential Question: <i>What should one be aware of (culturally, linguistically) while staying in France?</i></p> <ul style="list-style-type: none"> Travel : Different types of accommodations, hotel amenities, making reservations and hotel services <p>Video drama: <i>À l'hôtel</i></p> <ul style="list-style-type: none"> The comparative and superlative Interrogative pronoun: <i>Lequel</i> Demonstrative pronoun: <i>Celui</i> Possessive Pronoun: <i>Le mien</i> <p>Reading, short novel: <i>Aventure à Paris</i> (Pages 25 to end)</p>	<ul style="list-style-type: none"> Learn and use vocabulary about the services Talk about things other people do for you <p>Listening-comprehension skills</p> <ul style="list-style-type: none"> Know how to order pronouns, and apply gender/number agreement Know how to use correctly the structure <i>faire</i> + Listening-comprehension skills <ul style="list-style-type: none"> Know how to make a reservation Know how to buy a ticket Improve listening-comprehension skills Consolidate the comparative and superlative Know how to use the interrogative pronouns Improve listening-comprehension skills 	<p>- Mini-dialogues, Activities on pages 161,167</p> <p>- Activities from textbook</p> <p>- Act.1, pg.169. Have students make sentences with <i>faire</i> + infinitive</p> <p>- In pairs, students create dialogs (Act.2 , pg. 232), - Act. 1, pg. 232, Act.1, pg. 241</p> <p>- Answer comprehension questions - Act. 3, 4 pg. 234, Act. 6 pg. 237</p> <p>- Act. 4, page 244</p> <p>- Answer comprehension questions</p>	<p>Quiz on Obj. Pronouns</p> <p>Unit Test</p> <p>Presentation of Dialog: Reserving a hotel room</p> <p>Quiz on interrogative/ demonstrative pronouns</p> <p>Unit Test</p> <p>MID-TERM EXAM</p>	<p>ACTFL: 4.1 CCR: L1</p> <p>ACTFL: 1.2, 2.1 CCR: L1, W1</p> <p>ACTFL: 1.3 CCR: SL4</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 1.2, 3.1, 2.1 CCR: R3, SL1, W1, W4</p>
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January/February/March (MP #3)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Unit 5: Part 1 & 2 (12 days) Essential Question for Unit 5: <i>How does one make travel arrangements and prepare for a trip to France?</i></p> <ul style="list-style-type: none"> Cultural Activity: Favorite French and American vacation destinations <p>Video Drama: <i>Nicolas fait un voyage</i></p> <ul style="list-style-type: none"> More on travel: Travel plans and preparations Buying a ticket, checking in and travelling by train or plane Affirmative/negative expressions The future tense: Regular and irregular verbs Future with <i>si</i> and <i>quand</i> and other conjunctions <p>Cultural Activity:</p> <ul style="list-style-type: none"> La Marseillaise Reading (pgs.222-223) and Cultural Vignette <p>Culture:</p> <ul style="list-style-type: none"> French Revolution. Readings from text 	<ul style="list-style-type: none"> Gain awareness of French vacation habits Listening and comprehension skills Know travel related vocabulary and expressions Know these expressions and use them in present and past tense Know how to describe what will happen Gain cultural awareness Expand cultural and historical knowledge 	<ul style="list-style-type: none"> Act. page 188 Answer comprehension questions Make passport, tickets, and in groups, Prepare and enact scenes of an entire travel experience Exercises on page 193 Have students interview each other on future plans (Pg.202) Activities from textbook, page 205-206 Compare American and French anthems Readings, questions & answers, discussion 	<p>Write essay about your last vacation.</p> <p>Travel Vocabulary Quiz</p> <p>Unit Test</p>	<p>ACTFL: 1.3 CCR: W2</p> <p>ACTFL:1.2 CCR: L4</p> <p>ACTFL: 1.2, 2.1 CCR: L1, L4, W1</p>

<p>Unit 8 : Part 1 & 2 (8 days) Essential Questions for Unit 8: <i>What are neighborhoods like in the francophone world? How do they compare to neighborhoods in the US?</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Arranging a meeting, inviting people, describing neighborhoods, explaining where you live <p>Video Drama: <i>Un rendez-vous en ville</i></p> <ul style="list-style-type: none"> • The Pluperfect <p>The conditional</p> <ul style="list-style-type: none"> • The conditional with <i>Si</i>+ imperfect • Conditional: polite requests and indirect speech <p>Unit 9: Part 1 & 2 (10 days) Essential Questions for Unit 9: <i>How can you express wishes and emotions in French?</i></p> <ul style="list-style-type: none"> • Feeling and relations • Congratulating and consoling <p>Video Drama: <i>Disputes et reconciliation</i></p> <ul style="list-style-type: none"> • Life and its phases • Reflexive verbs used reciprocally • Relative pronouns <i>qui, que, dont & lequell</i> • Relative pronouns with <i>ce</i> <p>Reading: <i>Le Bracelet</i></p>	<ul style="list-style-type: none"> • Talk about where you live, know how to invite a friend. • Listening-comprehension skills • Describe what people had done or what had happened • Express what would happen • Use the conditional with <u>si</u> + imperfect • Be able to talk about feelings and relations • Listening/Comprehension Skills • Know how to congratulate/console in French • Enrich vocabulary • Use correctly reflexive form of the verbs to express reciprocity • Use correctly the relative pronouns • Reading/Comprehension skills • Gain better understanding of 	<ul style="list-style-type: none"> - Mini-dialogues: An invitation, pg., 306; - Describe neighborhood and where you live, pg. 312, act. 1 - Answer comprehension questions - Act. 2, 4, page 309 in textbook - Act. 3, page 315 - Exercises pages 316 - Activity 2 on Page 349 - Mes rapports personnels, pg.351 - Answer comprehension questions - Activities on pages 352, 353 - Activities on pages 362, 363 - Activities on page 365 - Exercises in book, 371 - Make comparisons with France and the US 	<p>Quiz on conditional</p> <p>Unit Test</p> <p>Quiz on relative pronouns</p> <p>Unit Test</p>	<p>ACTFL: 1.2, 4.1 CCR: W1</p> <p>ACTFL: 1.1, 2.1 CCR: L1, L4</p> <p>ACTFL: 1.3 CCR: SL4</p> <p>ACTFL: 1.1, 2.1 CCR: L1, L4</p>
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Culture: French- Speaking Africa	French- Speaking Africa		
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April/May/June (MP #4)

CONTENT & ESSENTIAL QUESTIONS	SKILLS	ACTIVITIES	ASSESSMENTS (Form./Summ.)	STANDARDS
<p>Unit 2: Part 1 (16 days) Essential Question for Unit 2: <i>How does one ask for and offer help in French? What jobs are available for French teens?</i></p> <ul style="list-style-type: none"> Chores, domestic activities and related vocabulary <p>Video Drama: <i>Nicolas au travail</i></p> <ul style="list-style-type: none"> The subjunctive: formation, use Subjunctive with <i>il faut</i>, Differently formed subjunctives <p>Unit 2: Part 2</p> <ul style="list-style-type: none"> Requesting help, accepting, refusing, showing gratitude Irregular subjunctives Subjunctives with impersonal expressions Subjunctives with <i>vouloir que</i> Describing objects <p>Reading: Great moments in French History:</p> <ul style="list-style-type: none"> Charlemagne, Jeanne d'Arc, etc 	<ul style="list-style-type: none"> Improve vocabulary related to house responsibilities Improve listening/comprehension skills Correct use of subjunctive forms Use subjunctive to express obligation Request, accept or refuse help Use correctly the irregular subjunctives Extend knowledge of subjunctive Enrich vocabulary describing objects 	<ul style="list-style-type: none"> Exercises on pages 75,76,78 Write a paragraph about your responsibilities at home Games & activities suggested in Teacher's Edition on pages 78-79 Act. 6 & 7 page 81 Activity 1 on page 85 Act. No. 2, page 86 Activities on page 87 Qui suis-je Act. 1, page 91 Practice describing objects using transparencies, objects in class/brought in Answer questions about readings Play Jeopardy Game. Have students make up questions and play game 	<p>Discuss video and answer questions</p> <p>Quiz: Regular subjunctive</p> <p>Quiz: Irregular subjunctive</p> <p>Test on subjunctive</p>	<p>ACTFL: 1.3 CCR: SL2</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.2, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 2.1 CCR: L1, L4</p> <p>ACTFL: 1.3, 3.1,3.2</p>

<p>Vignette Culturelle, Unit 2</p> <p>Unit 7: Part 1 (14 days) Essential Question: <i>How do you describe the medical system in French-speaking countries?</i></p> <ul style="list-style-type: none"> Health: expressions and vocabulary, medical care <p>Video Drama: <i>Nicolas est malade</i></p> <ul style="list-style-type: none"> Subjunctive with emotions and feelings, expressions of emotions Subjunctive with expressions of doubts and uncertainty, some expressions of certitude/doubt Contrast between indicative and subjunctive <p>Cultural Note: Médecins sans frontières</p> <p>Unit 7: Part 2</p> <ul style="list-style-type: none"> More on Health: Accidents and dental care <p>Reading:</p> <ul style="list-style-type: none"> <i>En voyage</i> (Guy de Maupassant) More expressions requiring subjunctive (from Unit 10, pages 398-401) <p>Reading, short novel: <i>Paris-Marseille</i> (Second Half)</p>	<ul style="list-style-type: none"> Gain cultural awareness Talk about health related topics Improve listening/comprehension skills Consolidate the use of subj. with expressions of emotions Know how to use subjunctive with expressions of doubt, and uncertainty Consolidate the use of subjunctive vs. indicative Gain cultural knowledge about organization Talk about health issues Improve reading/comprehension skills Further consolidate the use of subjunctive Improve reading/comprehension skills 	<p>- Health Survey page 263, + class health survey page 269</p> <p>- Exercises 1, pg. 267,</p> <p>- Discuss and answer questions</p> <p>- Exercises page 273</p> <p>- Exercises on page 275,</p> <p>- Have students come up with suggested solutions to imaginary problems</p> <p>- Discuss and answer questions, pg 276-277</p> <p>-Exercises on pages 278-279</p> <p>- Write paragraph on ways to keep healthy</p> <p>- Discuss about reading, answer questions</p> <p>- Activities on pages 399-401</p> <p>- Discuss and answer comprehension questions</p>	<p>Unit Test</p> <p>Dialog: At the doctor's</p> <p>Another quiz on subjunctive</p> <p>Unit Test</p> <p>FINAL EXAM</p>	<p>CCR: SL4</p> <p>ACTFL: 1.1, 3.1 CCR: SL1</p> <p>ACTFL: 1.3, 4.1 CCR: L1</p> <p>ACTFL: 1.1, 2.1 CCR: L1, L4</p> <p>ACTFL: 1.1, 1.2, 3.1, 2.1 CCR: R3, SL1, W1, W4</p>
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IV. Assessments:

MARKING PERIOD #1

QUIZZES:

- Quiz: Regular/Irregular verbs in present
- Quiz: Verbs *manger, boire, prendre*
- Quiz on the use of *passé composé*
- Quiz on the use of *imparfait*
- Quiz on the use of the pronouns
- Quiz on reflexive verbs

TESTS:

- Test on Preliminary Unit
- Test on Unit 1
- Test on Unit 5
- Mid-Term Exam

MARKING PERIOD #3

QUIZZES:

- Quiz on travel vocabulary
- Quiz on regular subjunctive
- Quiz on conditional

MARKING PERIOD #2

QUIZZES:

- Quiz on environment vocabulary
- Quiz on French historical events
- Quiz on vocabulary from movie
- Quiz on Object Pronouns
- Quiz on Interrogative/Demonstrative Pronouns

TESTS:

- Test on Unit 3
- Test on Unit 4
- Test on Unit 6

MARKING PERIOD #4

QUIZZES:

- Quiz on health related vocabulary
- Quiz on irregular subjunctive
- Quiz on relative pronouns

TESTS:

- Test on Unit 5
- Test on Unit 8
- Test on Unit 9
- FINAL EXAM

DATA COLLECTION:

- Test on Unit 1
- Test on Unit 4
- Mid-Term Exam
- Test on Unit 5
- Test on Unit 7
- Test on Unit 9

TESTS

- Test on Unit 2
- Test on Subjunctive
- Test on Unit 7

- Test on Unit 3
- Test on Unit 6
- Test on Unit 8
- Test on Subjunctive
- FINAL EXAM

V. Resources

Text: *Discovering French Nouveau, Rouge* (Level 3) (Chapters: Reprise through 9)

Supplementary Materials:

All supplementary materials from *Discovering French Nouveau, Rouge*

- | | |
|---------------------------|------------------------------|
| - Audio CD series | - Resource Package |
| - Integrated video series | - Testing and Assessment kit |
| - Workbooks | - Overhead visuals |

Movies:

- The Lady and the Duke
- Au Revoir les Enfants

Readers:

- Teacher's Discovery : Aventure à Paris

Online Resources :

- www.classzone.com
- www.tv5.org

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: August 23, 2012

Presenter: Teri Yonsky, Director of Fiscal Services



Topic: Fiscal Year End Final Close Out June 30, 2012 and Final Budget Transfers

Importance of this topic to the Board: Fiscal oversight

Key Points of the Briefing:

* The year ended well for Bethel Public Schools. Due to the freeze that was in place for much of the school year there were funds remaining that were spent on technology and software for analyzing data as directed by the BOE and Administration. The goals of the Board's technology plan were followed in making the technology purchases.

* We also received more funding than budgeted for excess cost reimbursement and did not have significant, unexpected special education costs. Therefore we were able to direct those remaining dollars towards funding of a liability as required by GASB #45 (Government Accounting Standards Board). The auditors strongly recommended establishing this fund and its existence has been inquired about by bond rating agencies when bond ratings have been sought by the Town of Bethel. The liability as actuarially calculated at June 30, 2011 was \$210,588 and we were able to fund \$150,779.

Recommended Motion: "That the Board of Education approves the final budget transfers for the fiscal year ending June 30, 2012 as presented by the Director of Fiscal Services.

**Final BOE Budget Adjustments for
June 30, 2012**

Account	Description	Increased	Decreased	Notes
100.16.2500.100.2901	OPEB Benefits	150,779		
100.16.1200.122.5100	Transportation - SPED		-26,490	
100.16.1200.122.5103	Transportation - SPED - Non Public		-65,000	
100.16.1200.122.5104	Transportation - SPED - In District		-5,519	Fiscal Director's Request
100.16.1200.122.5602	Tuition - SPED - Other LEAs		-9,131	
100.16.1200.122.5603	Tuition - SPED - Outside CT		-5,786	
100.16.1200.122.5604	Tuition - SPED - CT Private		-30,000	
100.16.1200.122.5605	Tuition - SPED - Private		-8,853	

To fund Other Post Employment Benefits for BOE

100.16.1200.101.3202	Prof SPED Services	687		Fiscal Director's Request
100.11.1100.109.4303	Equipment Repair		-687	

TOWN OF BETHEL, CONNECTICUT
 NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)

IV. OTHER INFORMATION (CONTINUED)

GASB# 45 - Accounting & Financial Reporting by Employers for Postemployment Benefits Other than Pension

D. Other Post-Employment Benefits Plan (Continued)

5. Actuarial Methods and Assumptions (Continued)

The data presented in the schedules of funding progress and schedules of contributions were determined as part of the actuarial valuation at the date indicated. Additional information for all plans as of the latest valuation date is as follows:

VALUATION DATE	June 30, 2009
ACTUARIAL COST METHOD	Projected Unit Credit
AMORTIZATION METHOD	Level Percent
REMAINING AMORTIZATION PERIOD:	
Town	30 years closed
Police	30 years closed
Board of Education	30 years closed
ASSET VALUATION METHOD	Fair Value

ACTUARIAL ASSUMPTIONS:

Investment rate of return - all plans	4.0%
Healthcare inflation rate:	
Initial	6.6%
Ultimate	4.4%

6. Annual OPEB Cost and Net OPEB Obligation (NOO)

The changes in the NOO were as follows:

	TOWN	POLICE	BOARD OF EDUCATION
Annual required contribution.....	\$ 348,251	\$ 337,634	\$ 363,115
Interest on net OPEB obligation.....	14,162	324	28,971
Adjustment to annual required contribution.....	<u>(22,241)</u>	<u>(40,654)</u>	<u>23,935</u>
Annual OPEB cost.....	340,172	297,304	416,021
Contributions made.....	<u>169,453</u>	<u>3,881</u>	<u>346,667</u>
Change in net OPEB obligation.....	170,719	293,423	69,354
Net OPEB obligation - July 1, 2010.....	<u>347,655</u>	<u>597,532</u>	<u>141,234</u>
Net OPEB obligation - June 30, 2011.....	<u>\$ 518,374</u>	<u>\$ 890,955</u>	<u>\$ 210,588</u>

2012-2013 Bethel Public Schools
PERSONNEL DATA SHEET- NEW STAFF

Name	Position	Salary Schedule	Education	Teaching Experience
Thomas Fox	High School Science Teacher Replaces: Christopher Longo	BA+30 Step 1	BA: Michigan State University 2011	0 years
John Ryan	High School Applied Studies Department Chairperson Replaces: Karen Fildes	6 th Year+15 Step 16	BS, MS and 6 th Year: CCSU 1998, 2004 and 2009	16 years
Mari Lerz	Promoted from HS English/World Languages Department Chair to Assistant Principal to High School Associate Principal Replaces Chris Troetti	Per BAA Bargaining Agreement	BS and MA: WCSU 1996 and 2002 6 th Year: Sacred Heart University 2007	14 years as a teacher
Kirsten O'Rourke	High School English Teacher Replaces: Mary Fernand (Promoted)	MA+30 Step 1	BA: Susquehanna University 2007 MA: Sacred Heart University 2011	0 years
Frank Tatto	High School Guidance Counselor Replaces: Amanda Kirk (Transfer)	6 th Year+30 Step 16	BS: University of Connecticut 1990 MAT: Sacred Heart University 1994 6 th Year: Fairfield University 1999	22 years
Emma Anderson	Middle School Special Education Teacher Replaces: Ashley O'Grady	BA Step 1	BS: Saint Joseph University 2012	0 years

2012-2013 Bethel Public Schools
PERSONNEL DATA SHEET- NEW STAFF

Donna Rick	Middle School Computer Teacher Replaces: Sheila Gambino	MA+30 Step 16	BA: Fashion Institute of Tech, SUNY 1982 MS: Lehman College 1988	27 years
Meagan Achenbach	MS Grade 6 Language Arts Teacher Replaces: Shelly DeSisto (Transfer)	MA+15 Step 1	BA: CCSU 2010 MAT: Sacred Heart University 2011	0 years
Allison Antonucci	MS Grade 7 Language Arts Teacher Replaces: Ellen Townsend	MA Step 1	BA: University of Connecticut 2010 Quinnipiac University 2012	0 years
Amanda Bolz	MS Grade 6 Social Studies Teacher Replaces: Donna Burns (Transfer)	BA+30 Step 2	BS: WCSU 2010	1 year
Kelli Jardim	Johnson School Guidance Counselor Replaces: Candice Amore-Gallay	6 th Year Step 13	BS: State University of NY at Oneonta 1995 MA: Lesley University 2002 6 th Year: Assumption College 2009	13 years
Kristine Hopper	Berry Grade 3 Teacher Replaces: Jennifer Chmielewski (Transfer)	MA+15 Step 2	BA: University of Connecticut 2009 MA: Sacred Heart University 2010	1 year
Jessica Peppe	Berry Grade 3 Teacher Replaces: Annette Gallaer (Transfer)	MA Step 1	BA: WCSU 2010 MA: Sacred Heart University 2012	0 years

2012-2013 Bethel Public Schools
PERSONNEL DATA SHEET- NEW STAFF

Brittany Eiler	Rockwell Special Education Teacher Replaces: Laura Gordon	MA+30 Step 2	BS: North Dakota State University 2008 BS: Valley City State University 2008 MS: SCSU 2011	1 year
Leslie Klein	Rockwell Kindergarten Teacher Replaces: Cynthia Jugler	BA+15 Step 3	BA: State University of New York at Potsdam 2008	2 years

BOE Meeting: August 23, 2012

CERTIFIED STAFF RESIGNATIONS

2012-2013 SCHOOL YEAR

NAME	RESIGNATION DATE	HIRE DATE	REASON	LOCATION	ASSIGNMENT
Christopher Longo	6/30/2012	8/16/2000	Resignation	High School	Science Dept. Chair
Sandra Milsap	7/3/2012	7/21/1976	Retiring	High School	Family/Consumer Science Teacher
Karen Fildes	7/20/2012	7/22/2002	Resignation	High School	Applied Studies Dept. Chair
Ellen Townsend	8/17/2012	7/17/2006	Resignation	Middle School	Grade 7 LA Teacher
Lauren Merriam	8/21/2012	8/29/2011	Resignation	Middle School	Grade 8 SS Teacher
Liz Castellitto	8/22/2012	7/12/2011	Resignation	Middle School	Guidance Counselor
Connie Reynolds	8/1/2012	8/13/1985	Retiring	Johnson School	Grade 4 Teacher
Candice Amore-Gallay	8/14/2012	8/17/2009	Resignation	Johnson School	Guidance Counselor
Joseph Moker	8/20/2012	7/15/2012	Retiring	High School	Custodian
Board Meeting:	August 23, 2012				